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READINESS FOR EDUCATION
OF CHILDREN WITH DISABILITIES
IN EIGHT PROVINCES OF VIET NAM




2015 REPORT

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International Center for Disability and Rehabilitation (ICDR), The University of Toronto, Canada.

ICDR was established in 2004 and is located within the Rehabilitation Sciences Sector at the University of Toronto. The University itself was established in 1827 and is ranked first in Canada and 16th worldwide (Times Higher Education World University Rankings, 2012). The University of Toronto is known as Canada's premier research institute incorporating extensive research libraries, and partnerships in all domains. The University of Toronto consists of 3 campuses, over 70,000 students and 10,000 faculty members. It is within this environment that ICDR carries out its mission "to advance the function and well-being of children and adults of all abilities through a scholarly mandate that focuses on international issues related to disability and rehabilitation."

VietHope is local and independent, humanitarian, non-profit, non-Governmental organization, established in 2002. VietHope shares the dream that Vietnam shall become a prosperous country where every child will grow up with the opportunity to reach his or her full potential. VietHope's mission is to provide access to education to financially disadvantaged students in Vietnam. VietHope is dedicated to Vietnam's socioeconomic development, based on long-term perspectives and sustainable results. It is their conviction that good education is a requisite to attaining this goal. Their efforts focus on supporting programs and projects that promote the education of the children and youths of Vietnam. VietHope was chosen to provide the infrastructure for recruiting and working with junior researchers at the local level in Vietnam. ICDR's collaboration with VietHope in this study provided an opportunity for local capacity building in doing research including but not limited to interview techniques, taking field notes, facilitating children group discussion, recording, etc. while in return, ICDR received cultural and linguistic back up.

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Table of Contents

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Glossary[1]

Disability

In the International Classification of Functioning, Disability and Health (ICF), an umbrella term for impairments, activity limitations, and participation restrictions, seen as a result of an interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).

Similarly, in the United Nations Conventions on the Right of Persons with Disability (UNCRPD), persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Disabled People's Organizations (DPOs)

Organizations or assemblies established to promote the human rights of disabled people, where most of the members as well as the governing body are persons with disabilities.

Inclusive Education

Education that is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual.

Schools – Inclusive

Schools designed so that children with disabilities attend regular classes with age-appropriate peers, learn the curriculum to the extent feasible, and are provided with additional resources and support depending on need.

Schools - Integrated

Schools that provide separate classes and additional resources for children with disabilities, which are attached to mainstream schools.

Schools – Special

Schools that provide highly specialized services for children with disabilities and remain separate from broader educational institutions, also called segregated schools.

Special Education

Includes children with other needs – for example, through disadvantages resulting from gender, ethnicity, poverty, learning difficulties, or disability – related to their difficulty to learn or access education compared with other children of the same age. Also referred to as special needs education and special education needs.

1 Definitions included here are direct text as presented in the World Report on Disability (WHO & World Bank, 2011)

Abbreviations

CSOs	Civil Society Organizations
CIDA	Canadian International Development Agency
DOET	Department of Education and Training
DOH	Department of Health
DOLISA	Department of Labour, Invalids and Social Affairs
DPM	Deputy Prime Minister
DPO	Disabled Peoples Organization
EMS	Ethnic Minority Strategy
HI	Handicap International
ICDR	International Centre for Disability and Rehabilitation
ICF	International Classification of Functioning, Disability and Health
IE	Inclusive Education
IEP	Individualized Education Plan
IERC	Inclusive Education Resource Centers
LIC	Low Income Countries
LMIC	Low Middle Income Countries
MOET	Ministry of Education and Training
MOF	Ministry of Finance
MOLISA	Ministry of Labour, Invalids and Social Affairs
MoRES	Monitoring Results for Equity System
NCCD	National Committee of Coordination on Disability.
OSSC	Out of School Children
MTBBE	Mother Tongue Based Bilingual Education
SEDP	Socio-economic Development Plan
PPC	Provincial People's Committee
UN	United Nations
UNCRC	United Nations Convention on Rights of Children
UNCRPD	United Nations Conventions on Rights of Persons with Disabilities
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
VND	Vietnamese Dong
WHO	World Health Organization

Executive Summary

Since the early 1990s, the Government of Viet Nam has worked to develop policies and action plans to ensure access to education and the inclusion of children with disabilities into mainstream school programs. Although they have been able to make a number of changes toward this goal, due to a number of barriers including negative attitudes toward them, children with disabilities in Viet Nam continue to face many challenges in accessing inclusive quality education. For example, the 2009 national census results indicated that only 66.5% of primary school-aged children with disabilities attend school compared to 96.8% of the national average. It is therefore important to ensure that these barriers and obstacles are removed by all actors, so that children with disabilities can enjoy equal access to inclusive education.

Inclusive education is the recommended approach by the United Nations Conventions on the Right of Persons with Disabilities (UNCRPD). In order to contribute to an evidence base for inclusive education for children in Viet Nam, to improve policy and promote inclusive education for children, this study examined:

a. The readiness of school systems to provide inclusive education to children with disabilities in Viet Nam.
b. The readiness of children with disabilities in Viet Nam to go to school and to have education.
c. The readiness of communities to support children with disabilities to go to school and participate in education.

The study consisted of a mixed method-descriptive study that included a desk review, survey, key informant interviews, focus groups, and observations to explore issues related to the readiness of education for children with disabilities in 8 of 63 provinces in Vietnam with field visits to 3 of the provinces for more in depth study. The 8 provinces were An Giang, Kon Tum, Ninh Thuan, Dien Bien, Ho Chi Minh City, Lao Cai, Gia Lai and Dong Thap with filed visits to Dien Bien, Kon Thum, and Ninh Thuan.

In addition to the desk reviews, the study findings are based on data gathered from 50 focus group discussions, 33 interviews, and 368 surveys conducted with school managers, children with and without disabilities and parents of both children with and without disabilities, government, NGOs and UN representatives. The study was carried out from December 2013 to August 2014.

Key Findings

Findings from the study point to key foundation pillars being in place for the education system to be ready to meet the needs of children with disabilities in Viet Nam. These pillars include some participation in schools by children with disabilities and notable policies and practices that suggest that with close monitoring and support the education sector can widen access and improve the quality of inclusive education for boys and girls with disabilities. There are however a number of barriers that also limit access to education for children with disabilities. Examples of key findings include:

- Strong evidence to support the government's commitment to the protection of the right to education for children with disabilities nationally, regionally, and globally. At the national level, the Disability Law (2010), Law on

Education (2005) and Law on Protection, Care and Education of Children (2004), which is currently under revision and the various decrees and inter-ministerial circulars that support inclusive education, specifically, Inter-ministerial Circular #58 (2012) on establishment and operation of Inclusive Education Resource Centre for Persons with Disabilities; and (ii) Inter-ministerial Circular #42 (2013) on education policies for persons with disabilities (effective March 2014) are worthy of special consideration. Of particular, Viet Nam has ratified the UNCRPD in November, 2014.

- Limited awareness among many stakeholders about these policies.
- Policy awareness and implementation as well as resources for implementation are key concerns.
- Overall 63% of schools offer inclusive education, with greatest percentage in Ho Chi Minh City 77% and the least 19% in Ninh Thuan.
- 86% of schools surveyed reported having no budget allocation for the education of children with disabilities.
- 81% of surveyed respondents reported children with disabilities attended school; 32% reported that their school makes an effort to include and welcome all children with disabilities.
- Greatest percentage of children with disabilities attending school was reported in Ho Chi Minh City with 96% and the least in An Giang with 54%.
- Main challenges faced by schools in Inclusive education was lack of resources both financial and other (61%) and lack of knowledge and skills on how to make schools accessible (39%).
- No education managers, teachers or lecturers with disability were met in 3 visited provinces.
- Relatively little is known about the profile of children with disabilities.
- Data which is gathered is usually part of larger studies looking at vulnerable children and this data is not disaggregated. Do not know numbers or percentages of children who are not in school.
- Overall 18% of schools reported offered early intervention, greatest percentage in Lao Cai (36%) and the least in Ho Chi Minh City (9%).
- Majority of teachers reported that they do not receive any training in inclusive education, special education or disability.65% of teachers do not have access to inclusive education training. 73% do not receive support to upgrade their skills and expertise.
- In contrast education managers received significantly more access to inclusive education training. (Only 32% did not have access)
- 86% school reported having no access to a disability advisor.
- 88% school were not aware of any local disabled persons organizations.
- 95% school did not have a disability specialist working at their school.
- 74% schools have taken measures to make their school accessible by reducing barriers.
- 63% schools reported consulting with children with disabilities and their families in taking these measures.
- The number of children with disabilities who attend school drops significantly from primary school to lower secondary level (e.g. Kon Tum)
- Representatives of the DOETs and BOETs indicated that inclusive education is not a component of school and teacher inspections
- Many children in special centres including special protection centres are not participating in inclusive education/ given the limited opportunity to attend mainstream schools. (e.g. Kon Tum)

Recommendations

In total, 37 recommendations emanate from the current study focusing on how to strengthen the enforcement of current policies to promote inclusive education; raise awareness of rights holders and duty bearers; expediting the provision of education by the Ministry of Education and provinces; and data and information management. Rationales for each recommendation are provided in the body of the report. The following is a summary of key recommendations for each category:

Key recommendations to improve policies to promote inclusive education for children with disabilities

1. Adopt a standard definition of disability that is congruent with the International Classification of Functioning (ICF) and United Nations Convention on the Right of Persons with Disabilities (UNCRPD) in the Vietnamese Disability Law of 2010 and in all legal documents that relate to persons with disability and identification of disability.
2. Strengthen the Government's commitment on coordination of disability related work by having Prime Minister (PM) or Deputy Prime Minister (DPM) to chair the National Coordination Committee on Disability (NCCD).
3. Invite education to be a member of commune council for disability certification and conduct more frequent training on disability and inclusive education (IE) for entire council. This may be an advisory role in the short term.
4. Include children with disabilities as subject of compulsory universalization.
5. Government to ensure children with disabilities are included and addressed in the education sector plan and social economic development plan at all levels.
6. Strengthen the process of monitoring the implementation of law/policy at all levels related to education of children/persons with disabilities. Information from such endeavors can be used to inform policy makers and provide examples of good practices.
7. Improve cross sectoral coordination and collaboration (especially amongst MOET, MOLISA, MOH and DOET, DOLISA, DOH) in Inclusive education for children with disabilities by establishing a mechanism or policy to allow boys and girls with disabilities residing in Social Protection Centers, Special Schools or boarding homes for orphans and children with disabilities to be part of the mainstream education system.

Key recommendations to raise awareness of right holders and duty bearers on existing policies

1. Engage and collaborate with Disabled People's Organizations (DPOs) to ensure visibility of persons with disabilities in the education sector.
2. Increase awareness on Inter-ministerial Circular 42.
3. Develop long-term national strategy for the reduction of disability related stigma and discrimination in Viet Nam society.
4. Include and present children with disabilities positively and powerfully in text books, learning materials, and in the media.
5. Ensure that the community, including all parents and all children, are aware of the right to education for all, including children with disabilities.

Key recommendations for MOET and provinces to expedite the provision of education to children with disabilities

1. Develop or adapt and institutionalize screening tools to identify children in need of early education interventions.
2. Establish the Education for Children with Disabilities Department in the MOET.

3. Promote the expansion of provincial Inclusive Education Resource Centre for persons with disabilities and the establishment and functioning of Resource Rooms at school level.
4. Prioritize training topics related to IE during in-service teacher training with introduction of compulsory five-year inclusive education training module.
5. Prioritize inclusive education in pre-service teacher training with introduction of compulsory inclusive education training module at all teacher training colleges.
6. Mandate inclusive education to become criteria of teacher and school inspections based on Individual Education Plans (IEPs) of students.
7. Develop guidelines on budgeting and allocation for districts, communes and schools to support implementation of Inter-ministerial Circular 42/2013/TTLT-BGDDT-BLDTBXH-BTC.
8. Establish a process for schools to facilitate and help families in obtaining disability certificate.
9. Prioritize accessibility in in education budget and planning.

Key recommendations to improve the data and information system to enable provinces to collect, update and use the data on children with disabilities

1. Develop indicators and monitor and evaluate the implementation of IE
2. Develop a standardized data collection tool that is provided to all schools for keeping track of children with disabilities who attend school and are out of school
3. Develop a standardized data collection tool that can be used by MOET, MOLISA, MOH, DOETs, DOLISAs and DOHs and at lower levels including district and commune, to gather child disability information for proper and convergent programme interventions

INTRODUCTION

Background

Children with disabilities are amongst the most vulnerable populations in the world. According to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (Article 7, 24) and the United Nations Convention on the Rights of the Child (UNCRC) (Article 2, 23), all children regardless of ability level have the same right to develop their potential (United Nations [UN] Enable, 2006; United Nations Children's Fund [UNICEF], 1989). However, children with disabilities are more likely to live in poverty and have limited social participation and access to social services than non-disabled children (WHO & World Bank 2011, Mont, D. and Nguyen V. C., 2011). Children with disabilities are also less likely to start school, have lower rates of school attendance, and lower transition rates to higher levels of education (Filmer, 2008). Basic education, literacy, and life skills education can empower children with disabilities by increasing their awareness of their choices and reducing their dependency and vulnerability (Groce & Bakhshi, 2011; ACPF, 2011, Mont, D. and Nguyen V. C., 2011).

Education takes place in the home, the community, schools and institutions, and in society as a whole. A child's right to education is firmly established in many human rights treaties and international instruments (UN, 2006; UN, 1989). An implication of these treaties is the requirement for primary education to be compulsory and available free to all with secondary education to be available and accessible to every child. Globally, there are three main models for providing education to children with disabilities, namely: special schools, integrated schools, and inclusive schools (WHO & World Bank, 2011; Stubbs, 2009). Special schools educate children with disabilities in a segregated learning environment and most often include schools for the hearing impaired or children who are blind (WHO & World Bank, 2011; Stubbs, 2009). Children attending special education are often isolated from the community and other children (Corps et al., 2012). Integrated schools involve bringing children with disabilities into mainstream schools but keeping them in separate classrooms (WHO & World Bank, 2011; Stubbs, 2009). Inclusive education (IE) is designed to cater to the educational needs of all children with all learning needs, including children with disabilities (Corps et al., 2012; WHO & World Bank, 2011; Stubbs, 2009). Inclusive education is a shift from being pre-occupied on disability to focusing on overcoming barriers to learning and participation for all children (Stubbs, 2008; UNESCO, 2005).

Inclusive education is the recommended approach by the UNCRPD. Article 24 Para (1) of the UNCRPD enshrines the right to education (UN, 2006). It echoes Article 28 of the United Nations Convention on Rights of Children (UNCRC), but it goes further and it explicitly requires 'an IE system at all levels and lifelong learning'. IE requires all educators to make reasonable accommodations and to provide appropriate support and individual programs of study so that all children with disabilities can be educated to achieve their academic, creative and social potential (UN, 2006). Inclusive educational settings are also generally less expensive than segregated systems. This finding is consistent with the notion that a single, integrated educational system tends to be cheaper than two separate ones. A single system lowers management and administration costs. Transport, too, is less expensive, since segregated settings usually involve individuals from a larger geographical area. Experience has shown that as many as 80 to 90 per cent of children with specific education needs, including children with intellectual disabilities, can easily be integrated into regular schools and classrooms, as long as there is basic support for their inclusion. The cost of including accessible features at the time of construction can be minimal, with studies indicating that such accommodations add less than 1 per cent to construction costs (UN Enable, 2014).

According to UNESCO, there are a number of reasons that support the implementation of IE (UNESCO, 2001, 2005):

1. Inclusive schools have to develop a flexible approach to individuals that will benefit the learning of all children (educational reason);
2. Educating children all together can help in the creation of societies without discrimination where the values of equality of opportunities and rights are nurtured (social reason);
3. Inclusive schools are likely to be less costly and more sustainable (economic reason).
4. IE helps break the cycle of poverty by increasing access to education
5. IE allows children with disabilities to stay close to families
6. IE can facilitate close links between families and schools with a very active parent involvement.

Put together, these arguments – based firstly on human rights and then on educational benefit, greater social equality, and economic advantage – make an overwhelming case in favor of IE.

Study Objectives

In order to contribute to the evidence base for inclusive education for children in Viet Nam and improve current policies and to promote inclusive education for children, this study examined:

a. The readiness of schools to provide inclusive education to children with disabilities in Viet Nam.

b. The readiness of children with disabilities in Viet Nam to go to school and to have education.

c. The readiness of communities to support children with disabilities to go to school and have education.

The study objectives are in line with UNICEF's framework to identify strengths and weaknesses, including barriers, bottlenecks and enabling factors that either constrain or advance the achievement of desired outcomes for disadvantaged children.

The ToR of the study developed by UNICEF-Vietnam, identifies Readiness as the key concept of this study. **Readiness** refers to how ready a system (could be an institution like a school or a ministry or groups of individuals) is to facilitate the implementation of a program or intervention. It differs from capacity, which includes characteristics of a system that affect its ability to recognize, mobilize and address issues. Below are definitions of the readiness of different stakeholders in this study. It is important to note that the readiness of different stakeholders are all interrelated to one another, and the readiness of children with disabilities to go to mainstream school is influenced and determined, though not exclusively, by the degree of readiness of schools, parents, as well as children without disabilities.

Readiness of children with disabilities refers to their physical, intellectual, social and emotional competencies and abilities to follow and understand the learning instructions and curriculum activities provided. This includes their ability to achieve quality learning; participate in classroom and outdoor activities with peer; communicate and interact with each other; and finally but not limited to enjoyment while being in the school environment.

Readiness of children without disabilities refers to their awareness, knowledge, and attitude towards children with disabilities. This will have an impact on the readiness of children with disabilities to go to school.

Readiness of schools refers to how ready is a school to accept children with disabilities in mainstream classrooms. This involves providing children with disabilities with quality education along with all the compulsory resources needed for them to thrive. These include provision of accessible infrastructure and transportation system; adaptation of curriculum to facilitate their learning; provision of specialized services to meet the needs of different abilities; providing favourable attitudes and appropriate awareness level of inclusive education approaches and disability related issues; ensuring availability and implementation of existing inclusive

education policies; and finally coordination and collaboration with related departments nationally and sub nationally. Readiness of schools can also be understood as a result of political will, resources and system. The readiness of the education system will be examined in this study as it is a critical element to determine the readiness of schools, as well as readiness of children and parents. Readiness of the education system has both direct and indirect impact on the readiness of schools, which in turns have an impact on the readiness of children with disabilities to go to mainstream school.

Readiness of parents refers to the parents' awareness, behavior and attitudes towards education for children with disabilities, particularly within an inclusive education system. The readiness of the parents involves their ability to support education of children with disabilities. This involves their participation and engagement with educational activities and programmes for promoting education for children with disabilities either in school or outside school; collaboration with the school system in the realization of educational rights of children with disabilities and their ability to provide inclusive education to their children. Readiness of parents impacts readiness of both children with and without disabilities and inclusive education.

Following the examination of the above objectives, the study provides recommendations to facilitate and ensure the realization of children with disabilities' right to education, focusing on four areas:

- Key recommendations to improve current policies and to promote inclusive education for children with disabilities
- Key recommendations to raise awareness of various stake-holders including the right holders and the duty bearers on existing policies and the necessity to implement these policies accordingly
- Key recommendations to MOET and provinces to expedite the provision of education to children with disabilities, in relation to national education strategies, annual education planning, as well as five year provincial education plan and provincial SEDP
- Key recommendations to improve the data and information system to enable provinces to collect, update and use the data on children with disabilities to plan and budget support for education for children with disabilities

METHODOLOGY

Guiding Approaches

A **human rights-based approach** guided the study. The human rights approach to disability moves from the treatment of persons with disabilities as objects of charity, medical treatment, and social protection, towards viewing persons with disabilities as people with rights who are capable of claiming those rights and making decisions for their lives based on their free and informed consent, as well as being active members of society. Using a rights-based approach this study focused on the way initiatives were undertaken and also the outcomes. In the context of inclusive education, adopting this perspective has the benefit of not only improving access to quality services, but also increasing participation in decision-making and creating public awareness and demand for inclusive educational services.

The researchers also paid special attention to **Gender Equality**, looking for potential gender disparities that may affect full realization of children's rights and any differences between boys and girls with disabilities and access to education.

Finally, an analysis of strengths and weaknesses, including **barriers and bottlenecks** related to improved outcomes for children, in line with the UNICEF Monitoring Results for Equity System (MoRES) approach was considered. This approach facilitates setting up a monitoring system, though pre-defined determinant analyses for the key barriers and bottlenecks to the realization of child rights for all children. The MoRES conceptual framework provides a platform for effective planning, strategic programming, decentralized monitoring, and managing results to achieve desired outcomes for the most disadvantaged children and aims to accelerate progress towards the Millennium Development Goals (MDGs).

Study Design

This was a mixed methods, descriptive study that included a desk review, survey, key informant interviews, focus groups, and observations to explore issues related to the readiness of education for children with disabilities in 8 of 63 provinces in Vietnam with field visits to 3 of the provinces for more in depth study. The 8 provinces were An Giang, Kon Tum, Ninh Thuan, Dien Bien, Ho Chi Minh City, Lao Cai, Gia Lai and Dong Thap with filed visits to Dien Bien, Kon Thum, and Ninh Thuan. The completion of the study from start to finish involved 6 phases. The study was carried out from December 2013 to August 2014.

The 6 phases were:

- Phase 1: Development and finalization of a detailed research plan, including conceptual framework, research design, methodology, tools, data analysis plan , outline of the expected report, list of materials to be reviewed, and timeframe of the study.
- Phase 2: Desk review of all accessible and available materials, including internal UNICEF and UN Viet Nam documents (annual work plans, annual reports, program documents, One Plan), relevant Government and provincial reports and budget figures and consultation with national stakeholders including but not limited to MOET, MOLISA, other UN agencies, and INGOs.
- Phase 3: Data collection using mixed methods of desk review, survey, key informant interviews, focus groups, and observations.
- Phase 4: Drafting of the report in both English and Vietnamese
- Phase 5: Consultation with UNICEF and key stakeholders on the draft report;
- Phase 6: Finalization of the report based on feedback received and presentation of report in English and Vietnamese.

Desk Review

The desk review included the collection of documents and data from UNICEF-Viet Nam staff.

Sources of data included:

- Internal UNICEF and UN-VIET Nam documents related to children with disabilities (see Table 2 for a detailed list of document collected)
- 2009 Viet Nam Census
- Government and provincial reports from the different departments: MOET, MOLISA, DOET, DOH, DOLISA, etc.
- Documents from Schools

Survey

The survey was sent out by post from the Ministry of Education and Training to provincial Departments of Education and Training (DOET) in the eight UNICEF focus provinces namely Dien Bien, Lao Cai, Gia Lai, Kon Tum, Ninh Thuan, An Giang, Dong Thap and Ho Chi Minh City. The provincial DOET sent the surveys to 4 district Bureaus of Education and Training (BOET) in their province, of which 2 are with high number of students learning in mainstream schools and 2 are with high number of children with disabilities not going to school. The BOETs sent the surveys randomly to school managers in 5 pre-primary schools, 5 primary schools, and 2 lower secondary schools in the district (only two lower secondary schools were selected as the TORs focused on pre-primary and primary schools). The basic sampling unit of the survey was individuals (e.g., school principal). The sample size of the survey was 424 (8 DOETs+32 BOETs+384 schools=424) as decided by UNICEF Viet Nam.

Field Visits

The research team visited three of the eight UNICEF focus provinces namely Dien Bien, Ninh Thuan and Kon Tum. The three provinces were chosen based on the following rationales:

- **Regional representation:** Dien Bien is in the North East Mountainous Area of Viet Nam, Kon Tum is in the Central Highlands and Ninh Thuan represents the South East.
- **Continuity of programme and potential for full-package investment on disability:**
  - » Both Ninh Thuan and Kon Tum are involved in on-going work on disability issues including (1) Monitoring activities on the implementation of the Law for Persons with Disabilities and related sub-law documents; (2) Capacity building activities: training in-service teachers on inclusive education for children with disabilities and development of the module on inclusive education for children with disabilities to integrate the module into pre-service teachers training curriculum. In Kon Tum, a communication for development plan to reduce stigma and discrimination towards children with disability was developed in 2013 with plans for implementation in 2014. In Ninh Thuan, DOET is actively preparing the proposal to the Provincial Peoples Committee to establish the Inclusive Education Resource Centre for Persons with Disabilities coupled with human resources preparation for the proposed centre. The UNICEF Child Protection Programme is also focusing their support on disability in Ninh Thuan and Kon Tum as part of the German and Japanese Natcom Funding.
  - » In Dien Bien, in addition to Monitoring and Capacity Building activities, as of this year, (2014) UNICEF will be supporting DB DOET to cooperate with provincial Teachers Training College to develop a the module on inclusive education for children with disabilities and then to integrate the module into pre-service

teachers training curriculum, taking into consideration lessons learnt from Ninh Thuan and Kon Tum.

- **Local commitment in addressing issues related to education of Children with disabilities**: Although education for children with disabilities is given attention and care from local authorities in all three provinces, the level of commitment varies amongst the three. This variation will allow for an opportunity to evaluate the relationship between local commitment in addressing quality education for children with disabilities and its impact.

It is believed that given the above rationale the field visits to the 3 selected provinces would provide additional values both to local authorities and UNICEF on better strategizing and investment in social inclusion for children with disabilities.

Interviews, Focus Group Discussions and Consultations

Key informant interviews, focus group discussions and consultations were conducted with a range of stakeholders. Specifically, a purposive recruitment strategy was utilized to recruit participants who represented the following groups:

1. Education sector stakeholders including teachers, school administrators/managers, school medical staff, school caretakers, provincial education, authorities, and education managers.
2. Parents of children with and without disabilities.
3. Children with or without a disability who were either attending school or not. The inclusion criteria or children in school was those attending primary school and for children outside of school was children of primary age i.e., 8-11 years of age.
4. Representatives from NGOs and UN Agencies including Action to the Community Development Center; Vietnam Blind Association; World Concern Development Organization; UNESCO; and UNICEF.

Interviews and focus groups were conducted in person by a member of the research team and/or one of the trained research assistants. Interviews occurred at a location that was convenient to and agreed upon by the participant(s) while accommodating the need for privacy and confidentiality. Before each interview was conducted the researcher or research assistant reviewed the consent form with the participant, responded to any questions and obtained verbal or written consent from each participant. Interviews and focus groups lasted approximately 60 to 90 minutes and were digitally audio-recorded.

Observations

During site visits, observations of schools for accessibility were conducted. Interaction between non-disabled children and children with disabilities and teachers was also observed to identify attitudinal and social barriers. These observations enabled the research team to gain a better understanding of how accessible and inclusive schools were for children with disabilities.

Research Team

For the in-country part of the project, in addition to the ICDR research team (2 researchers from Canada) who travelled to Viet Nam for data collection, a group of local research assistants from VietHope were hired, trained and supervised to support data collection in each province. This strategy provided ICDR with the opportunity to contribute to local capacity development in Viet Nam as well as providing linguistic and cultural translation services. All research assistants participated in a one-day training workshop on the first day of ICDR's arrival to Viet Nam and prior to the start of the field study. The training included research ethics and codes of

conduct; interview and focus group facilitation skills; awareness of issues related to disability; potential accommodation needs of participants; and reviewed all study protocols including those related to data management, quality checking, and maintaining confidentiality. The local research assistants were directly supervised by the ICDR research team members throughout the two week in country visit in Viet Nam.

Limitations of the Study

The study was carried out under challenging circumstances, which placed constraints on the collection and analysis of findings. These include:

Translation: Information was collected in Vietnamese and translated into English and some inconsistencies or discrepancies may have occurred during the translation process.

Generalizability: As the study focused on eight provinces, with field visits to three, the applicability of the findings in a different setting (i.e., what are the similar or different culture nuisances) must be considered before adoption to any new context. Furthermore, data from the Dien Bien DOET was lost in the mail thus results could not be shared with UNICEF and the researchers, making specific generalizations for that province difficult.

Even though a couple of child protection centers were visited, the study only focused on mainstream pre-primary, primary, and lower secondary school levels and findings cannot be generalized to other levels of education or on special schools or other centres for children with disabilities.

The study did not focus on other issues such as health, socio-economic, employment or vocational opportunities, although it is important to note that there may be some cross-sectoral issues which have a significant impact on education for children with disabilities.

The study did not examine details of behaviours variant to the severity of the disabilities under different specified categories such as low vision or complete blindness; mild or moderate hearing impairment; verbal or non-verbal autism; dyscalculia or dyslexia.

Culturally sensitive topics: Due to the sensitive nature of discussing disability in this context, time constraints, and the lack of confidentiality in focus groups, some experiences may not have been vocalized adequately and explored only minimally. This limitation was mitigated through using a mixture of methods (i.e., key informant interviews, focus groups, surveys) to triangulate the findings.

Capacity of research assistants: A one-day training session was conducted for research assistants focusing on research ethics and methods with special emphasis on how to work with children and people with disabilities. While assistants had prior community experience, more time would have allowed for in depth exploration of disability issues and research methods. This limitation was mitigated through providing ongoing support to local research team (e.g., daily debriefing team meetings and providing individual feedback on data collection), who quickly incorporated all recommended strategies. Furthermore, the inclusion of a research team member with a disability could have facilitated more rich and insightful data particularly in the interaction with children with disabilities and their parents. Participation of such a member would also serve to highlight and create awareness of alternative careers for persons with disabilities, which currently are perceived to be very limited by most participants in the study.

Identifying children with disabilities not attending school: Most participants noted being aware of families that had children with disabilities who that were not attending school, but there was limited access to parents of and children with disabilities not attending school. The study could have benefited from greater representation of these families and their children by furthering the understanding of the reasons why children do not attend school beyond what was reported by interview participants and the home visits.

Lack of involvement of local disability peoples organizations (DPOs): The inclusion of local DPOs in each of the provinces may have provided more insight regarding the disability community's awareness of laws and policies related to access to education for children with disabilities and the supports available to families of children with disabilities related to education.

Insufficient participation/inclusion of special schools or centers for children with disabilities: Greater access and inclusion of participants from parents of children with disabilities and boys and girls with disabilities in special schools or centers would have provided an opportunity for comparison of the participants' perceptions of the different resources and their preferences and reasons for accessing the various educational settings.

Ethical Practices Followed

Informed consent was gathered from all participants. School administrators first identified potential child participants. Parents or guardians of these children were approached first by the researcher or research assistant to explain the study and what would be involved if their child participated in an interview. At that time the researcher or research assistant obtained assent from the child to participate. Researchers were cognizant of any potential or perceived pressure or expectation exerted on the child by the parent and reinforced during the assent process with the child that there would be no negative consequences if they chose to not participate. This was repeated frequently as part of the conversation with each child.

All local research assistants received comprehensive training prior to initiating any fieldwork that included sensitization on issues related to disability and children. The training paid attention to issues potential power differentials (e.g., between the foreign researchers and study participants) particularly during the interview process.

Researchers engaged in reflexive practice to critically analyze the process and implementation of data collection to identify, discuss and mitigate potential group or individual-level vulnerabilities.

Data Analysis

Quantitative (Survey) data: MS Excel was used to descriptively analyze survey data. All of the data was rated on nominal or ordinal scales; hence results are presented as frequencies and percentages.

Qualitative data: MS Excel was used to manage and organize the data. Thematic analysis was conducted that generated themes and sub-themes surrounding the awareness, behavior and attitudes towards readiness of education for children with disabilities.

FINDINGS

Findings from the study point to key foundation pillars being in place for the education system to be ready to meet the needs of children with disabilities in Viet Nam. These pillars include some participation in schools by children with disabilities and notable policies and practices suggesting that with close monitoring and support the education sector can widen access and improve the quality of inclusive education for boys and girls with disabilities. It is worth noting that the Government of Viet Nam has made significant progress in support for education over the past 25 years. This is evident by its achievement of the education MDG and the visible presence of children with disabilities and ethnic minorities in schools visited. More efforts are needed to bring the benefits associated with the attainment of the MDGs to many children who remain excluded from education and whose right to education has not yet been realized, such as children with disabilities.

Study Participants

In total, 326 persons participated in interviews or focus group discussions from Hanoi, Kon Tum, Ninh Thuan, and Dien Bien. Appendix A, provides details of study participant's demographics for each group of participants from each province.

Table 1: Number of Interview and Focus Group Discussions by Location

Province	Key Informant Interviews	Focus Group Discussions	NGO / UN Consultation
Hanoi	4	1	1
Dien Bien	3	18	N/A
Kon Tum	5	15	N/A
Ninh Thuan	5	15	N/A
Total	17	52	1

For the surveys, 87% (n=368) of school managers from seven out of eight surveyed provinces responded to the survey. Responses were received from all sampled provinces other than Dien Bien. The majority of survey respondents was female (62%), school principals (66%), and qualified at a Bachelors level. Survey respondents had well established education careers with over 44% (n= 164) having over ten years of experience in the field. The majority of respondents (51%) were based in primary schools.

Table 2: Survey respondents by province and grade range of school

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Pre-primary	19	27	5	20	25	14	18	128
Lower secondary	8	10	3	7	8	7	7	50
Primary	19	25	8	49	35	29	22	187
No Answer	0	0	0	2	1	0	0	3
Totals	46	62	16	78	69	50	47	368

The following sections detail the study findings based on the desk review and the field visits.

Structure of the Education System in Viet Nam

Five general levels characterize the Vietnamese education system: Early childhood education, general education, vocational training, university education, and continuing education. Early childhood education includes nursery schools (3 years of age) and kindergartens (ages 3–5); general education includes primary education, (grades 1–5; lower secondary education (grades 6–9), and upper secondary education, (grades 10–12), with entrance and final exams (UNICEF and MOET 2013). Vocational or technical training track are also offered as an alternative option to upper secondary education (UNICEF and MOET 2013). Primary education is provided through main schools that may be complemented by satellite schools. Of the main schools, nearly all (98%) offer a complete grade sequence, while in the satellite schools, only 77% offer all grades (1–5) (UNICEF and MOET 2013).

Kindergarten, primary and lower-secondary education management is decentralized to the district, and upper-secondary education to the provincial levels. The central Ministry of Education and Training (MOET) sets curriculum; publishes textbooks; and establishes rules on teaching and assessment. Public resources for early childhood education and general education (including primary, lower and upper secondary schools) come mainly from the state budget. Most of Viet Nam's schools are government-operated schools although increasingly the private sector in education is developing. Since 1989, primary education has been free with fees payable for secondary education. Tuition fees exemption or reduction and lunch subsidies are offered to children in difficult circumstances such as children with disabilities, children in ethnic minority boarding and semi-boarding schools, children of the very small ethnic minority groups, children of deceased or seriously wounded soldiers, children in remote areas, and children of poor households.

Inclusive Education in Viet Nam

Since the early 1990s, the Government of Viet Nam has worked to develop policies to ensure access to education for children with disabilities, including the national plan "Inclusive Education by 2015" which aims to provide inclusive education for all children with disabilities by 2015 (ILO & Irish Aid, 2013). However, there exists a significant gap in access to education for children with disabilities (USAID 2005, (Le, Khuat, and Nguyen (no date- post 2006). Data from the 2009 Viet Nam Census reveals that only 66.5% of primary school-aged children with disabilities were attending school at the time of the survey, compared to 96.8% of the national average with literacy rate among persons with disabilities aged 15 to 24 years being 69.1 percent, significantly lower than the rate of 97.1 percent for non-disabled persons (UNFPA 2011). Research over the past decade indicates that the barriers to education are many. These barriers include (Rosenthal 2009, USAID 2005, MOLISA and UNICEF 2003, MOLISA and UNICEF 2011; Le, Khuat, and Nguyen, no date):

- Poor implementation and monitoring of the legislation due to lack of consensus and coordination amongst Vietnamese Ministries regarding methods to implement the new laws and regulations, including how to meet the inclusive education commitment.
- Poor understanding of national and international disability legislation and standards by various stakeholders within the government and the ministries.
- Rigid curricula to put policies into practice.
- Attitudinal barriers and prejudice against children with disabilities by society and teachers, resulting in low expectations about the potential of children with disabilities and their capacity to learn.
- Lack of resources, from trained personnel to needed technology, and funding.
- Physical and sensory access barriers.
- Parents concerns and worries that their kids would suffer at school. In fact parents

of CWD appear to be more in favor of special education instead of inclusive education.

- Lack of awareness of education opportunities and the rights for CWD.
- Commuting distance from home to school.
- Poverty and the parents' interest in earning their living.
- Violence, abuse and bullying within and on the way to the school environment.

Viet Nam Policy & Legislation related to Children with Disabilities

Viet Nam has developed a strong legal framework to support inclusive education for children with disabilities. This is demonstrated through its numerous involvement and expressions of commitment globally, regionally, and locally to various conventions, declarations, and frameworks. Viet Nam signed the UNCRPD on 22 October, 2007 and ratified the Convention in November, 2014. Ratification of this Convention is a necessary step to complete the procedure for Vietnam to become a Convention's member country with full rights and obligations to carry out the Convention. The Government of Viet Nam also committed to carry out the Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific, 2003-2012. The Biwako Millennium Framework (BMF), although not legally binding, indicated a moral commitment to improving the rights of people with disabilities. It provided policy recommendations to government and stakeholders in the Asia and Pacific region on addressing issues and action plans towards and inclusive society. Viet Nam is also a signatory to the Ministerial Declaration on the Asian and Pacific Decade of Persons with Disabilities (2013–2022) and the Incheon Strategy to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific. The Incheon Strategy provides the Asian and Pacific region, and the world, with the first set of regionally agreed disability-inclusive development goals.

Nationally, the government of Viet Nam has a number of laws that support the rights of people and children with disabilities, including access to and implementation of an inclusive education system. These laws include, the Law on Protection, Care and Education of Children (2004), which is currently under revision, the Law on Education (2005) and more recently the Vietnamese Law for Persons with Disabilities approved in late 2010. The approval of the Disability Law and the Decree guiding the implementation of the Law has since led to a number of Inter-ministerial Circulars, led by various ministries further supporting the rights of children with disability and access to inclusive education.

Article 63 of the Education Law (2005) authorized the establishment of a two-tiered educational system in which "disabled and handicapped people" were to be educated in separate schools and classes. In order to promote inclusive education, MOET issued Decision No. 23 (2006) making inclusive education an official policy of the Government of Viet Nam. Decision No.23 states that people with disabilities should (1) enjoy the right to education on an equal basis with everyone else and (2) learn general education, engage in vocational training, receive functional rehabilitation, and develop their potential for better integration into the community. In addition, Decision No. 9 (2007) mandates training for teachers and education managers to acquire the skills necessary to provide inclusive education.

Over the past couple of years, MOET, MOLISA, and the MOF have also established two significant circulars namely: (i) Inter-ministerial Circular #58 (2012) on establishment and operation of Inclusive Education Resource Centre for Persons with Disabilities; and (ii) Inter-ministerial Circular #42 (2013) on education policies for persons with disabilities (effective March 2014). Inter-ministerial circular No. 58 (2012) gives direction for the creation and running of inclusive

education support centres in Viet Nam. Once established, these centres would provide much needed resources such as curricular support for teachers, early identification, and parental support and when operational, these support centres will lead to Viet Nam having an inclusive education system that links parents, teachers and health professionals. Inter-ministerial Circular 42 (2013) is a recent key policy that provides direction on enrollment, admission, exemption and reducion of school fees and part of the curriculum content and allows schools to request funds to support inclusive education for children with disabilities.

The National Committee of Coordination on Disability (NCCD) is responsible for overseeing the implementation of the Disability Law, with The Ministry of Labour, Invalids, and Social Affairs (MOLISA) taking a lead role. MOLISA, MOET, MOH, and MOF are the primary ministries responsible for implementing policies for identification, protection, and education of children with disabilities in Viet Nam at the national level. These ministries work closely with their counterparts at the provincial, district, and commune levels to ensure the implementation of the laws and policies specific to education.

The following table provides an overview of the relevant laws and policies related to the rights of children with disabilities and access to education in Viet Nam.

Table 3: List of laws and policies related to disability and access to education for boys and girls with disabilities in Viet Nam

Law	Issuance Date	Issued by	Relevance
UNCRPD	Nov. 2014	National Assembly ratified	Ratification of the UNCRPD will be indicative of the Viet Nam government's commitment to protect the rights of people with disabilities of all ages.
Inter-ministerial Circular No. 42	2013	MOET, MOF, and MOLISA	Provides direction on enrollment, admission, exemption and reduction of school fees and part of the curriculum content and allows schools to request funds to support inclusive education for children with disabilities.
Decision No. 136, 13, and 67	2013, 2010, 2007	MOLISA	Children with severe disability having medical certificate will receive subsidies. Outlines monthly subsidies, and provides health insurance cards.
Inter-ministerial Circular No. 58	2012	MOET and MOLISA	Regulation on condition and procedure of establishment, operation, operation suspense, reorganization, and dissolvent of Centre supporting the development of Inclusive Education for Children with Disabilities.
Circular No. 50	2012	MOET	Supplement and amendment to Primary School Regulation under which the age of children with disabilities entering Grade 1 has been extended to 14 years old instead of 6 years old.
Inter-ministerial Circular No. 37	2012	MOET, MOF, MOH, and MOLISA	Lists the different categories of disabilities relevant the disabilities board on provincial/district/commune levels
Inter-ministerial Circular No. 34	2012	MOH and MOLISA	Regulates the work of Medical Appraisal Council to measure levels of disabilities
Decree No. 28	2012	Government	Guidelines for the implementation of the Law on Persons with Disabilities
Disability Law	2010	National Assembly	Ensures care and welfare of people with disabilities and ensure equal rights and adequate educational opportunities for all citizens.

Law	Issuance Date	Issued by	Relevance
Decision No. 49	2007	MOET	PROVISION OF TRAINING Program for teachers and education managers in charge of IE for students with disabilities at lower secondary schools.
Decision No. 9	2007	MOET	Mandates that teachers and education managers to acquire the skills necessary to provide IE.
Decision No. 23	2006	MOET	On Inclusive education for people with disabilities stating that people with disabilities should have access to general education on an equal basis as others for better integration in the community.
Education Law	2005	National Assembly	Mandates basic education for every citizen (primary to lower secondary) and prioritizes resource allocation (i.e. teachers, infrastructure, equipment and budget) to schools and classes that support the learning of students with disabilities
Law on Protection, Care and Education of Children	2004 (currently under revision)	National Assembly	Outlines the regulations related to the rights of the child for protection, care and education. UNICEF is advocating for putting the rights of children with disabilities more upfront along with the changes of children's age to 18 as international standard instead of 16 and other changes in order to make it more harmonized with the CRC and to address to emerging challenges.
Article 50 Constitution of Vietnam	1992	National Assembly	Guarantees political, economic, cultural and social rights for all Vietnamese citizens. State guarantees to support people with disabilities, elderly and orphaned children.
Law on Universalization of Primary Education	1991	National Assembly	Makes primary education from Grade 1 – 6 obligatory for all children from age 6 – 14 years
UNCRC	1990	National Assembly	Ratification of the UNCRC by the Viet Nam government is indicative of their commitment to ensuring that the basic human rights of children including: right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life are met.

In order for the different ministries to be able to follow associated regulations and the rights outlined in the Disability Law, the Vietnamese government issues a Disability Certificate to children and persons with a disability. The MOH and MOLISA are the primary ministries involved in implementing policies related to identification of disability and the issuance of the Disability certificate. In order to obtain a disability certificate, one needs to apply for an assessment of their disability to either the Medical Appraisal Council through the MOH or the Council for the Identification of the Disability Level (the Council, often known as the Commune Council). There are a number of decrees and circulars that are related to the processes involved in the identification, issuance, renewal, and usage of the disability certificate, such as inter-ministerial Circulars 37 and 34. The Commune Council is established by the Chairman of Commune or Ward's People's Committee and may consist of representatives from various community groups such as the youth group, the women's union, as outlined by the law. MOET is included in the development and issuance of some of the inter-ministerial circulars related to the Disability Certificate (e.g. inter-ministerial Circular 37) however, there are no representatives from DOET or the local BOET on the commune council.

The Vietnamese government's use of inter-ministerial circulars is worth noting as these

circulars provide direction to more than one government agency and signal multisectoral collaboration and the significance of a particular issue. This is the case with inter-ministerial circulars 37, 42 and 58 which list various categories of disabilities; provide direction on enrollment of children with disabilities; and regulate the development of inclusive education resource centers (in all provinces) respectively. These circulars strengthen existing policies and strategies such as the *Education for Children with Disabilities Strategy and Action Plan 2007 – 2010* and the *National Education for All (EFA) Action Plan 2003-2015*.

It is important to note even though the Disability Law defines people with disability as "those who have physical, mental, intellectual and sensory impairment, which are shown in different forms of disability and in interaction with various social barriers, lack of appropriate aid conditions causing difficulties for them in equal participation in the social activities" the Medical Appraisal Council, that implements the Inter-ministerial circular 34 and the Commune Council follow a limited model of disability with no standardized processes to allow for identification of many hidden disabilities, such a learning disabilities including unclear standards on the changing nature of disability, at least as perceived by the families and parents of children with disabilities (this is further discussed in section on *Readiness of Children with disabilities to go to school*). This results in a large number of children with disabilities not being identified as having a disability that is recognized by the disability certificate.

The results of the focus groups, interviews and the surveys indicated that although there are a number of notable policies in place, their value is countered by limited awareness among many stakeholders. For example, many education personnel (e.g., teachers, school managers, district and education administrators) were unaware of the policies related to IE and the use and benefits of a Disability Certificate. Implementation of these policies is a challenge due to insufficient resources as demonstrated in the section on the *Readiness of the Provinces*.

Additionally, policy implementation remains a challenge in part due to the current education structure as it relates to planning and budgeting. Provinces are largely responsible for planning and budgeting for the implementation of policies and circulars issued by the National Government. Prioritization and allocation of resources for implementation is at the discretion of the provinces and districts and to some extent the schools. Typically no additional resources are allocated to provincial governments with the issuance of new circulars which further strains already restricted education budgets. This has considerable implications for the uptake of key policies and circulars that can make a significant difference to the lives of children with disabilities and the feasibility of inclusive education in Viet Nam. Amongst the 3 provinces visited, the time, Dien Bien was the only province to issue guidelines and a sample budget for the allocation of funding to districts with respect to the Inter-ministerial Circular 42. It should be noted that circular 42 was only released in March 2014 and other provinces may in time provide guidelines and direction to districts regarding its implementation. The policy and process of identification and certification of children with disabilities further complicates implementation of key circulars such as Circular 42 and 136 with the implication being limited uptake by populations that these circulars are meant to serve.

Good Practice: Dien Bien

The provincial education office issued guidelines on budget allocation and implementation of inter-ministerial circular 42 to all districts and schools in the province a month after the circular was released. This reinforced the significance of inclusive education and children with disabilities and crucially provided much needed guidance to districts, townships, city and schools on how the policy of inclusive education will be implemented in Dien Bien.

National Action Plans & Projects on Disability

In addition to establishing a national day of people with disability on April 18 which can serve as an annual venue to increase disability awareness nationally, the Vietnamese government has undertaken a number of initiatives by developing national strategies that have an impact on the lives of boys and girls with disabilities and their ability to access education. Recent plans and projects include:

- The national plan "Inclusive Education by 2015" which aims to provide inclusive education for all children with disabilities by 2015.
- The National Action Plan to Support Persons with Disabilities (2012-2020) approved under the Decision 1019/QĐ-TTg dated 5 August 2012. The plans aims to have 60% children with disabilities accessing education by 2015 and 70% by 2020
- The Education Development Strategy 2011-2020
- National plan of community based care of orphaned and destitute children, abandoned children, children with severe disabilities, children who are victims of toxic chemicals and children living with HIV/AIDS 2011-2020
- Socio-Economic Development Strategy (SEDS) (2011-2020) and the Socio-Economic Development Plan (SEDP 2011-2015)

UNICEF Viet Nam Support for Inclusive Education Initiatives and Strategies

In addition to the policies, strategies and the national programs in place in Viet Nam, there are a number of national and international NGOs that work in Viet Nam either independently or with the government to support the rights of people and children with disabilities and access to IE. Appendix D provides a list of the various NGOs and INGOs that participated in the focus group discussion held in Hanoi during the field study period and their activities. Amongst these, UNICEF has been a major contributor to development and establishment of Inclusive Education by the Vietnamese government.

UNICEF has been a significant actor in provision of support, education and advocacy to MOET with respect to quality education for disadvantaged children (ethnic minority children, children with disabilities, children affected by HIV/AIDS, drop out children or children affected by natural disasters and climate change). An example of this evidenced by issuance of two Inter-ministerial circulars with UNICEF support. These circulars are the establishment and operation of provincial/city inclusive education resource centres for persons with disabilities (2012) and the circular on education policies for persons with disabilities (2013). Additional UNICEF support has included facilitation of cross-sectoral coordination between MOET and other line ministries through a series of participatory consultative process with representation of persons with disabilities; and monitoring trips on the implementation of the Law for Persons with Disabilities at the sub national level with findings from the trips being used to inform subsequent Inter-ministerial circulars. It is expected that these circulars will strengthen the guidance for local authorities and practitioners in implementing quality education for persons with disabilities, and that at least 1.3 million children with disabilities in Viet Nam will be benefiting from these circulars.

In order to enhance capacity of education managers and teachers in working with children with disabilities in mainstream schools, UNICEF is also involved in supporting MOET to improve both in-service and pre-service teachers training, standardization and institutionalization of training manuals and on-going development of screening tools for early education interventions of children with disabilities. Pre-service teacher training modules on inclusive education for children with disabilities have been developed and are being utilized at provincial teachers training colleges in Ninh Thuan and Kon Tum provinces.

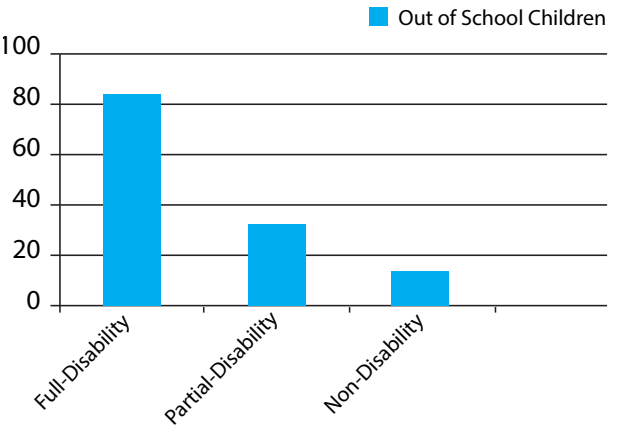
As part of a strategy to strengthen communication

for development approaches both at national and sub-national level, UNICEF supports MOET's efforts aimed at reducing stigma, discrimination and to promote participation of children with disabilities and influence the inclusion of disability in school disaster risk reduction and climate change management during all phases including pre and post emergencies.

Profile of Children with Disabilities in Viet Nam

The Viet Nam government's commitment to ensuring that the rights of children with disabilities are met is clearly outlined by the above policies, legislations, and initiatives. Unfortunately, relatively little is known about the profile of children with disabilities in Viet Nam. When data about children with disabilities is collected, it is often gathered as part of a broader study on vulnerable children, and then data is often not disaggregated. In addition, various sectors (education, health, welfare, etc.) have different data sources depending on the purpose of interventions and have different definitions/understanding on disability. The desk review indicated that the most up to date data on statistics related to children with disabilities at the national level are available from the 2009 Census. At the time of the census, there were approximately 14.3 million children between the ages of 5-14 in Viet Nam, of whom an estimated 1.3 million children had a disability (UNICEF and MOET 2013). About 25% of the children of Viet Nam lived in urban areas and more than 80% were from Kinh family background (UNICEF & MOET, 2013). Of the total of 14.3 million children, 87.8% of children aged 5, 96.3% of children aged 6 – 10, and 88.8% of children aged 11 – 14 were enrolled in school, while amongst the estimated 1.3 million children with disabilities in Viet Nam, only a total of about 66.5% were enrolled in school (UNICEF & MOET, 2013). The 2009 Census classified disability into four types: vision, hearing, movement (walking) and cognition (learning or understanding). The questions related to disability were asked of household members aged 5 and over. The responses were self-evaluated and grouped into four categories: "No difficulty", "Little Difficulty", "Very difficult" and "Unable". Thus a person was defined as "Disabled" if he/she had at least one of the mentioned four disability types classified into "Unable", while considered as "Partial Disabled" if he said he had either "little and/or Very difficult" in any of the four functions, and considered as "No Disability" if he/she had "No difficulty" in any of the four types of disability. According to the findings from the MOET-UNICEF report (2013) on Out-of-school Children (OOSC) on the basis of the 2009 Census, the OOSC rate among children with disability (disabled) and partial disabled children is very high, at 83.11% and 30.62% respectively, compared to that amongst children with no disabilities at 11.84%.

Figure 1: Percent of Out of School Children in Vietnam



Source: Unicef-MOFET 2013

The following tables provide data specific to disability from the UNICEF and MOET (2013) OOSC report. In addition, Appendix B provides a table on population distribution of disability by age in each of the 8 UNICEF provinces.

Table 4: Population Distribution of School Age Children in Viet Nam according to disability (UNICEF & MOET 2013)

Age group		5 year old	6-10 year old	11-14 year old
Disability	Disabled	O.16	0.19	0.24
	Partially disabled	1.25	1.23	1.61
	Not disabled	98.58	98.58	98.15

Table 5: Provincial Population Distribution in the 8 UNICEF provinces according to disability (UNICEF &MOET, 2013)

Geographical region		Viet Nam	Lao Cai	Dien Bien	Ninh Thuan	Kon Tum	Gia Lai	HCMC	Dong Thap	An Giang
Provincial Population		100.00	0.91	0.80	0.84	0.70	2.10	6.25	1.94	2.47
Disability	Disabled	0.21	0.16	0.13	0.22	0.25	0.26	0.15	0.14	0.18
	Partially disabled	1.40	1.85	1.62	1.43	1.71	1.13	1.87	0.93	0.59
	No disability	98.40	97.99	98.26	98.34	98.04	98.61	97.98	98.93	99.23

Table 6: Primary and Lower secondary Out of School rate by province in the 8 UNICEF provinces (UNICEF &MOET, 2013)

Geographical region			Viet Nam	Lao Cai	Dien Bien	Ninh Thuan	Kon Tum	Gia Lai	HCMC	Dong Thap	An Giang
Primary school level	Disability	Disabled	87.10	95.55	84.64	97.40	100.00	86.14	80.90	89.08	89.51
		Partially disabled	23.81	22.81	29.18	25.69	30.72	35.72	16.13	32.71	47.37
		No disability	3.56	9.25	15.42	7.71	5.11	11.97	2.03	4.18	7.16
Lower secondary school level		Disabled	91.40	95.04	70.89	100.00	90.49	98.05	92.14	91.18	97.34
		Partially disabled	31.01	36.02	42.73	38.02	42.50	48.86	16.82	43.43	56.83
		No disability	10.65	16.91	24.43	23.11	15.25	22.07	9.60	19.02	26.65

Data gathered about the demographics of children with disabilities and their families in this study are comparable to the above data from the desk review. As mentioned earlier details on the demographics of study participants from all provinces can be found in Appendix A. During the field visit, the DOETs from Kon Tum province and Ninh Tuan Province also provided statistics they had gathered at the beginning of the 2013-2014 academic year as part of their outreach programs. These data are presented in detail in Appendices B. Below are key findings from the field visits in each of the 3 provinces.

Kon Tum

According to the Kon Tum DOET's annual report for the academic year 2013-2014, there are 2'039 children with disabilities in the province. Through their community outreach programs, a total of 1'155 students with disabilities were supported and mobilized to participate in inclusive education

with 207/297 children with disabilities at pre-primary level (69.7% mobilization rate); 727/931 students with disabilities at primary ages (78% mobilization rate), and 221/801 students with disabilities in the lower secondary ages (27, 3% mobilization rate) (People Committee of Kon Tum DOET, 2014). Intellectual disability was identified as the most prevalent disability amongst boys and girls with disability going to school at 37% at the preschool level, 74% at the primary level, and 60% at the lower secondary level, followed by either physical, multiple disabilities or other disabilities. Amongst boys and girls who did not attend school, at the preschool level, multiple disabilities followed by physical disabilities were the most prevalent types of disabilities while at the primary school and lower secondary level, intellectual followed by multiple disabilities were the most prevalent. Ethnic minority children represented a greater proportion of children with disabilities at all levels of schooling. The data provided by the Kon Tum DOET, was noted to be up to date and detailed with disaggregated data of children with disabilities in terms of gender, ethnicity, disability types and locations.

Consultations with the Kon Tum DOET revealed that since June 2012, with the support of UNICEF, they have been developing and implementing a pre-service primary education teachers training module on inclusive education for children with disabilities through their provincial Teachers Training Colleges. This effort highlights the commitment of the Kon Tum DOET to improving the quality education for children with disabilities in a more sustainable way.

Kon Tum also has a Social Protection Centre in the city. The Centre provides care and boarding for boys and girls with disabilities and orphans. According to the Centre's director, out of a total of 94 children with disabilities, they have identified 49 boys and girls who are capable of learning and receive education provided by teachers from a local school who come in daily to work with these children. The Centre did not provide any details on what type of assessments were used to assess the boys' and girls' ability to learn and what types of disability they had.

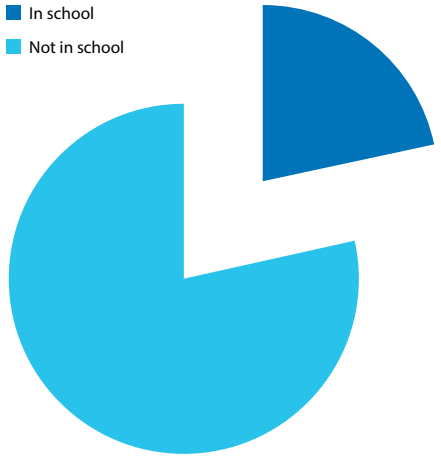
The Social Protection Centre is supported by DOLISA while the provision of education by the local teachers is supported by the DOET. Although such a partnership between Social Affairs and Education plays a pivotal role in providing access to education to populations that would otherwise not be able to participate in the formal education system, the ultimate goal should be for children boarding in these social protection centres to attend and be included in the formal school sector. In fact, informal interactions by VietHope research assistants with some of the children at the facility indicated that these children would like to go outside and interact more with people in their community, and many expressed being home sick. One of the key values of inclusive environments and societies is the interaction of individuals and members of society. Providing education at these centres while important deprives children boarding at these centres and indeed society of a richer and more inclusive environment as well as fostering segregation.

Ninh Thuan

In Ninh Thuan Province, the data provided by the DOET indicated that out of a total of 579 children with disabilities in the province 125 (21.6%) attend school. Intellectual disability appears to be the most prevalent disability amongst all age groups attending schools in the province. According to the report, 14 out of 54 schools in the Ninh Thuan Province provide IE.

Similar to Kon Tum, Ninh Thuan DOET's with support from UNICEF has also developed and implemented a pre-service primary education teachers training module on inclusive education for children with disabilities through provincial Teachers Training Colleges since 2012. In addition, the Ninh Thuan DOET with UNICEF support in 2013 conducted a survey on inclusive education for children with disabilities as part of

Figure 2: Proportion of Children with Disabilities in Scholl in Ninh Thuan



supporting evidence to the Provincial People's Committee (PPC) on barriers hindering inclusive education for children with disabilities in the province and to advocate for the establishment of the a Provincial Inclusive Education Resource Centre for Persons with Disabilities (Resource Centre, in short). The result of this effort has been the issuance of a guidance letter to Ninh Thuan DOET and associated government agencies to accelerate the establishment of a Resource Centre in coordination with other sectors and district authorities in the province. Preparatory work is underway to have the center established by end of 2015.

Good Practice: Ninh Thuan

In 2013, the Ninh Thuan DOET with support of UNICEF, conducted a survey on inclusive education for children with disabilities as part of supporting evidence to the Provincial People's Committee (PPC) on barriers hindering inclusive education for children with disabilities in the province and to advocate for the establishment of the a Provincial Inclusive Education Resource Centre for Persons with Disabilities. Their efforts were recognized and have resulted in the acceleration of the establishment of a Resource Center with plans to have the center in place by end of 2015.

Dien Bien

As mentioned in the limitations of the study, the data from the Dien Bien DOET was lost in the mail thus results could not be shared with UNICEF and the researchers.

Photo 1: A child with a disability being carried back to the classroom after completing an interview

Readiness of School System to Provide Inclusive Education to Children with Disabilities

Inclusion of Children with Disabilities in School

In total, 81% of survey respondents reported that children with disabilities attended their school and 32% reported that their school makes an effort to include and welcome all children with different disabilities. As seen in Table 7, the greatest percentage of children with disabilities attending school was in Ho Chi Minh City (96%) and the least in An Giang (54%).

Table 7: Children with Disabilities Attending School by Province

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	25	51	6	75	56	46	34	293
No	20	11	10	0	10	4	13	68
Don't know	0	0	0	0	0	0	0	0
No Answer	1	0	0	3	3	0	0	7
Totals	46	62	16	78	69	50	47	368

As the majority of schools (79%) do not systematically collect and disaggregate data on children with different difficulties (e.g., hearing, seeing, communication, learning, social-emotional, and mobility), reliable data is not available on the number of children by impairment type.

Overall, 63% of schools offered inclusive education, with the greatest percentage of IE schools being in Ho Chi Minh City (77%) and the least in Ninh Thuan (19%).

Table 8: Schools Offering Inclusive Education by Province

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	14	37	3	60	49	32	27	222
No	32	22	10	13	16	12	19	124
Don't know	0	0	2	0	3	1	0	6
No Answer	0	3	1	5	1	5	1	16
Totals	46	62	16	78	69	50	47	368

Overall, 7% of schools offer special education, with the greatest percentage of schools being located in Lao Cai (14%) and the least in Ninh Thuan (0%).

Table 9: Schools Offering Special Education by Province

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	4	0	0	6	10	0	4	24
No	42	60	16	69	56	47	41	331
Don't know	0	0	0	0	0	0	0	0
No Answer	0	2	0	3	3	3	2	13
Totals	46	62	16	78	69	50	47	368

Overall, 26% of schools offer integrated education, with the greatest percentage of schools being in Lao Cai (39%) and the least in Ninh Thuan (13%).

Table 10: Schools Offering Integrated Education by Province

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	7	8	2	27	27	9	10	90
No	39	50	13	46	36	37	36	257
Don't know	0	0	0	1	1	1	1	4
No Answer	0	4	1	4	5	3	0	17
Totals	46	62	16	78	69	50	47	368

Overall, 18% of schools offer early intervention, with the greatest percentage in Lao Cai (36%) and the least in Ho Chi Minh City (9%).

Table 11: Schools Offering Early Intervention by Province

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	8	6	2	7	25	11	4	63
No	37	52	12	65	39	36	41	282
Don't know	1	0	1	2	0	1	2	7
No Answer	0	4	1	4	5	2	0	16
Totals	46	62	16	78	69	50	47	368

In all the visited and surveyed provinces, respondents noted that there were some children with disabilities that are not attending school in part due to issues of access (e.g., distance, accessibility of buildings), unsupportive school environment (no teaching materials, awareness of teaching methods) and also due to limited awareness on the rights of children with disabilities to attend school.

The main challenges faced by schools to the greater inclusion of children with disabilities in their schools included a lack of financial or other resources (61%) and lack of knowledge and skills on how to target children and make services accessible (39%). In regards to availability of financial resources, only 12% of schools had a defined budget allocation for the education of children with disabilities in their school. Of the schools having a budget, the majority of them were located in Ho Chi Minh City, and many had no budget at all, as per the below table.

Table 12: Schools having defined budget allocation for the education of children with disabilities

	An Giang	Kon Tum	Ninh Thuan	HCMC	Lao Cai	Gia Lai	Dong Thap	Totals
Yes	0	2	1	34	5	0	0	42
No	45	51	13	42	60	50	45	306
Don't know	0	4	1	0	2	0	1	8
No Answer	1	5	1	2	2	0	1	12
Totals	46	62	16	78	69	50	47	368

In addition to a lack of financial support, surveyed schools did not receive support to implement IE at their school, as 86% did not have access to a disability advisor through the provincial Government or NGOs, 88% were not aware of any local disabled people's organizations or NGOs

working on inclusive education issues in their area, and 95% did not have a disability specialist working at their school.

In order to be more inclusive of children with disabilities in the short term (next 6 months), school managers identified the following activities as their top priorities (in descending order):

- Train staff on how to support children with disabilities
- Get list of children with disabilities living in area
- Learn how to make school accessible

For the longer term (7 months to 2 years), the same activities were prioritized by school managers as top priorities.

Awareness of Rights-based policies and approaches related to children with disabilities

The results of the study indicated that there is a high awareness of school managers and teachers in regards to the existing policies on education for children with disabilities; however, only 30% of surveyed schools felt their school was fulfilling all of its responsibilities related to children with disabilities in accordance with Viet Nam's legal mandate (e.g., Law for Persons with Disabilities, Decree for PWD and related sub-law documents, Convention on the Rights of the Child). Surveyed school managers cited a lack of financial resources as the greatest barrier to fulfilling their responsibilities related to Viet Nam's legal mandate, followed by a lack of technical expertise to guide the work.

> "We should let students with mental impairments study in inclusive education. At the end of the school year, these students should be prioritized to pass final exam so that they can study with their classmates until high secondary school or higher level. If their learning performance is evaluated by general criteria applied for children without disabilities, they can never enter higher grade."
>
> Father having child with mental impairment

There appears to be considerable autonomy and confusion for school managers and teachers in admission to the classroom for children with disabilities particularly when these individuals are not familiar with key policies and resources available to support inclusive education. 62% of surveyed school managers reported that all children with disabilities are accepted and for 66% of schools a policy or guideline exists that determines which children with disabilities will be accepted into the school.

> "I think children with disabilities do not need to take exams, especially, children with mental impairments, even if they retake exam, we finally try to let them pass. The best way is to prioritize them to pass on the first exam so that they don't feel ashamed. If they pass thanks to retake, some friends may tease them, "you pass because of your retake", they may feel complex about that."
>
> Parent of child without a disability and also teacher at nearby school

Schools lack of implementation of these policies also mean that there is considerable variation in how and whether inclusive education is adopted from school to school. This is further compounded by the belief that educating children with disabilities is a drain on resources and existence of limited career prospects for children with disabilities was notable among interview respondents. The following responses by participants are illustrative of this belief:

> "I think if my child were a boy, I would not be very sad because a girl will suffer from more disadvantages. When seeing other children without disabilities on the road, my tears suddenly fall out."
>
> Parent of child with visual impairment

> "I think after schooling, these students cannot do anything substantial as other children do. I just hope when they finish lower secondary or high school, they may stay at home."
>
> Parent of child without a disability and also teacher at nearby school

The above statements point to some of the prevailing stigma and discrimination towards children with disabilities within the education sector. It is particularly notable that one of statements by a parent that is also a school teacher sees no substantial change in the welfare or life prospects of children with disabilities after completion of secondary education. This viewpoint runs counter to many education and disability policies that are emancipatory and seek to empower persons with disabilities to live productive lives like all citizens of Viet Nam.

Teacher-Training

The interviews indicated that currently there are four special education teacher-training programs in Viet Nam, including the Hanoi National University of Education, Ho Chi Minh University of Pedagogy, the National College of Education in Ha Noi and the National College of Education in Ho Chi Minh City. According to a lecturer from the program at the Hanoi National University, this program prepares teachers who are specialized in working with boys and girls with disabilities with three specialized tracks to choose from: 1) visual and visual and learning difficulties; 2) hearing and speech difficulties; and 3) intellectual/ mental/ and Autism related difficulties. Teachers who graduate from such programs are able to work in any school setting and are provided with training on IE and developing Individualized Education Programs (IEP). Unfortunately, the program only prepares teachers up to the primary school level, and there are reportedly no opportunities for continuing education, professional development, and opportunities for knowledge exchange such as annual conferences or forums (Nguyen, 2014).

The survey data supports the findings from the interviews and focus groups. The majority of teachers surveyed reported that they have not received any training in IE, special education, or disability. Overall, 65% of teachers do not have access to inclusive education training and 73% do not receive support from inclusive education centres or networks to help upgrade their skills and expertise. Training was particularly limited among lower secondary school teachers. In contrast to teachers, administrators received significantly more access to inclusive education training, with only 32% not having access. Tied to the limited training of teachers in IE, was the cited specific challenge of being able to recognize different types of impairments (e.g., intellectual disabilities from Autism). For cognitive and social-emotional impairments, teachers reported having to use their intuition due to a lack of training on assessment and related support. Teachers trained in IE either through a workshop or pre-service are more likely to be confident and willing to accept a child with a disability in their classroom (Le, 2013), therefore, the lack of access to training and support networks is a barrier to IE of children with disabilities in Viet Nam.

Of the teachers who had completed IE training, the training covered a broad range of impairment types and topics, including:

- Augmentative and Alternative Communication (AAC)
- Inclusive education for children with disability
- Learning difficulties: identifying and responding
- Teaching children with learning difficulties in Vietnamese language
- Technical training on children with disabilities' behavior management skills
- Autism disorder support with pre-primary children in IE
- IE for children with visual impairments

If teachers undertook inclusive education training, the majority (85%) did not receive any awards or recognition for this additional training nor was any special compensation made to them if they worked with children with disabilities.

Despite the lack of access to training and support, and low ratio of teachers trained in IE, an overwhelmingly majority (97%) of school managers believed that their staff had access to sufficient training on inclusive education for

children with disabilities and 95% believed that staff have sufficient skills to work with children with disabilities, mostly due to their belief that the national teacher education plan sufficiently prepares teachers for inclusive education. Given the finding that managers believe their teachers hold sufficient capacities on IE, it is unlikely that managers will allocate resources to support further training of teachers unless the gap in teacher's knowledge is made explicit.

School Resources

Of schools surveyed, 86% of schools reported that they did not have any budget allocation for the education of children with disabilities. This lack of availability of resources resulted in difficulties procuring materials, equipment and other necessary school supplies and also was a barrier to offering training to staff.

Photo 2. Basic sign language poster used by teacher to communicate and teach students

When asked where they obtain resources to support their IE practices, none of the participants cited MOET or DOET often noting the use of the Internet search engine GOOGLE. A cursory search of the Ministry of Education and Training website for inclusive education documentation retains the following documents: Review of inclusive education for inclusive Education pedagogy; Notice of training in inclusive education for lower secondary students with disabilities; Draft: Training modules of inclusive education pedagogy; and Draft: Inter-ministerial circular of establishment & operation of IE resource centers.

In one province a teacher with a hearing impaired student had no training in sign language but was proactive in finding basic sign language posters and books to help communicate with the student (see Photo 2).

IE Practices

> "During my learning in IE school, I am more confident and have more friends to study better"
>
> Child without a physical disability

With IE, the curriculum has to be adapted to the needs of the child and the teacher has to have the ability to do so. A teacher thus requires an appreciation of the type of support (i.e., teaching methods, teaching and learning materials, assessment and learning) and the child's environment (i.e., physical, emotional, social). Teachers cited moving children with disabilities to the front of the classroom and having the ability to adjust the assessment and grading levels in the curriculum as strategies they used to make their classrooms inclusive and accommodate children with disabilities. None of the teachers interviewed at mainstream schools cited examples of supplying assistive devices for children with disabilities. Most teachers did not use IEPs and this was particularly pronounced at the secondary school level. One of the challenges noted by teachers for teaching a child with a disability is the demand on their time which takes away instruction time from other students. Given that most teachers are not trained in inclusive education and disability issues, this sentiment is perhaps not surprising. Use of retired teachers and parents was suggested as a practice to adopt to relieve some of the demands on the teachers.

Good Practice: Sharing Resources in Dien Bien

With no training in inclusive education or disability, a group of 3 teachers from a remote rural school in Dien Bien support each other and regularly communicate via phone and email with teachers from Truong in Ho Chi Min City. Truong is a large school with a long history of teaching students with disabilities in Vietnam. The teachers share resources, strategies and practices.

School Accessibility

Of schools surveyed, 74% of schools have taken measures to make their school accessible to children with disabilities. The measures taken have aimed to reduce barriers experienced for the range of impairment types. The most common measures taken include activities that may benefit all children with disabilities and not one specific impairment group. The top cited activities included training of staff on how to respond and accommodate specific needs of children with disabilities to ensure inclusion, followed by the assignment of staff to work with children with disabilities, and then the involvement of family members, such as having them help facilitate communication. When planning these measures, 63% of schools consulted with children with disabilities and their families in the planning and families were also involved in the training of IE for children with disabilities in school. More schools would include children with disabilities and their families in the planning or design of services as the majority knew how to contact and/or recruit them but cited not being sure how to communicate and/or work with children with disabilities and their families as the primary challenge.

Data from the school surveys reveals that school transport has not been designed to be accessible for children with disabilities, of the 14% of schools that offer school transport, 38% of that was accessible to children with disabilities.

Physical Accessibility

Photo 3: Footpath leading to school manager's office at a pre-primary school in a rural community

Physical accessibility of buildings, schools as well as education administrative buildings at district, provincial and national levels remains poor with no immediately identifiable policies and plans to improve accessibility. Survey data supported these observations with the majority of schools having not taken any measures to make their school accessible to children with disabilities as seen in Table 14.

Table 13: Measures taken to make school physically accessible

	School Manager n=368 (%)
Classrooms on ground floor Accessible school infrastructure	63 (17) 45 (12)
Accessible latrines	38 (10)
Ramps built	19 (5)
Handrails built in common areas Signage	9 (2) 4 (1)

A family of a boy with a physical impairment shared a story of receiving a wheelchair for their son from a provincial organization for disability but their son could not use the wheelchair because of the lack of accessible roads and sidewalks in their area. In their report on the rights of children with disability in Viet Nam, Rosenthal (2009) notes that the issue of the lack of accessibility for people with disabilities in Viet Nam is particularly serious for children with disabilities, as it creates barriers to health care, education, recreation, culture, sports and other activities essential to a child's development. It is very telling that after 20 years of inclusive education, the majority of buildings and schools visited as part of the current study cannot be classified as fully accessible - access is essential to inclusion. None of the schools visited during the field study had accessible toilets or playgrounds/sports facilities. Some ramps were noted but it is not consistent in all schools and provinces visited. In rural areas with unpaved surfaces, this was particularly pronounced and in the mountainous regions during the rainy season, accessibility is a significant barrier for children with mobility difficulties.

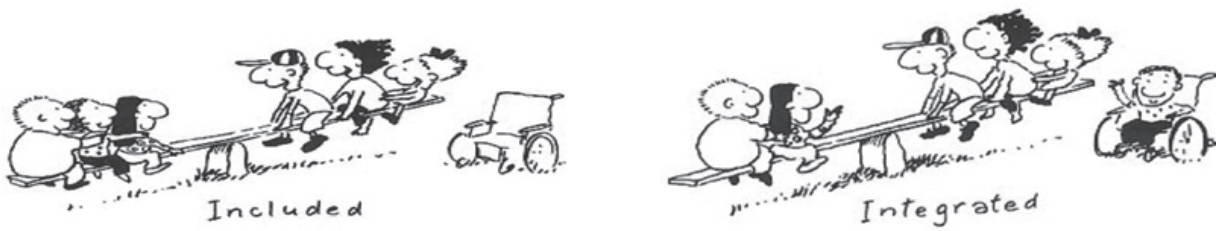
Social Accessibility

Of the schools surveyed, 6% reported to make an effort to fully include and welcome all children with disabilities into their school. Teachers and administrators interviewed spoke of reaching Grade 5 as a remarkable achievement for children with disabilities and noted how communities and parents largely perceive children with disabilities as unproductive members of societies and a burden on families. These sentiments reflect how disability is understood and conceptualized in Vietnamese society and is a further barrier for children with disabilities being accepted in school by teachers, peers and their community.

Of the schools surveyed, 93% of schools did not offer financial support to help parents of children with disabilities (e.g., paying for school fees or other additional costs).

Table 14: Facilitators & Barriers to IE at Local School Level

Facilitators	Barriers
» Lots of enthusiasm and commitment from most teachers/educators. They try to put in additional time with those with learning difficulties. » Some teachers have attended trainings on IE. » Parents reported that sometimes teacher place stronger students next to their child with a disability to provide additional support to child. Or place child with disability close to themselves to allow for giving more attention.	» Only one third of teachers are trained in providing IE. Limited training for teachers at the lower secondary level. » Poor access to assessment of child disability. Teachers have to use their intuition to identify impairments. » Limited training on development of IEP at secondary education level. » MOET provides more support and training for pre and primary for IE and development of IEPs. » Limited capacity of teachers to identify disabilities and abilities of children » Ratio of children to teachers is low- not enough teachers.



Source: One of the Kids. Disability Council of NSW, 1998

Provincial Education System

As noted above, all the provinces in the study provide some education to children with disabilities although this access is not universal as respondents cited families with children with disabilities that are not attending school. The provinces refer to inclusive education policies (national) that espouse the language of rights and largely are in-line with the UNCRPD; however, their implementation remains a challenge. Respondents particularly those in senior education roles at the provincial and national levels noted that inclusive education is not new to Viet Nam as education administrators both at the national and provincial levels have been addressing inclusive education for almost twenty years and the existing policies and decrees supporting inclusive education are a result of this work. This is a very important point in relation to one of the key findings of limited understanding of what inclusive education is, how it can be implemented in the classroom and its relevance to wider society. Perhaps what stands out in this regard is a lack of a model of Vietnamese Inclusive Education that all stakeholders (i.e., administrators, teachers, parents) in all provinces understand, can relate to and have bought into. Often interviewees used references and described practices akin to integration of children with disabilities as opposed to inclusion with the presence of a child with a disability in a classroom being associated with inclusive education. It is worth noting that the Ministry of Education is collaborating with UNICEF to produce inclusive education modules for teachers and this may go some way in ameliorating the limited awareness of what inclusive education is and how it looks like in the Vietnam context.

Table 16 is useful for conceptualizing the difference between integration and inclusion and emphasizes that inclusion is a process that contributes to school improvement and comprehensive school for all (Reiser, 2014).

Table 15: Segregation/Integration/ Inclusion

Segregation	Integration	Inclusion
(Tends to emphasize)	(Tends to emphasize)	(Tends to emphasize)
Services to Disabled People	Needs of Disabled People	Rights of Persons with Disabilities
Categorizing Disabled People	Changing Disabled People	Changing schools / colleges / system
Special / different treatment	Equal treatment	Equality - each receives support they need to thrive & achieve their potential
Disability is a problem to be fixed (in a special place)	Disability is a problem to be fixed	Everyone has gifts to bring
Services available in segregated setting	Benefits to disabled person of being integrated	Benefits to everyone, including all
Professional/experts	Professional/experts	Political struggle, friends & support
'Special' therapies	Technique	Power of ordinary experience
Categorization & marginalization	Learning helplessness	Assertiveness
Competition for parts of Disabled Person	Technical Interventions	Transforming power of relationship
Stress on inputs	Stress on process	Stress on outcomes; have a dream
Separate curriculum	Curriculum delivery	Curriculum content
Integration 'for some' is not desirable	Integration can be delivered	Inclusion must be struggled for

A BOET representative noted that BOET administrators and teachers share responsibility for inclusive education but ultimately it is the responsibility of teachers and noted that provincial guidelines to move children to other classrooms to accommodate a new child with a disability into a classroom. These guidelines recommend not more than one child with a disability in a classroom. The representative gave an example wherein a class with 35 students upon receiving 1 child with a disability, 5 students without disabilities would be relocated to other classrooms. If classes are full or overcrowded the teacher is supposed to receive compensation. Once in the classroom, the most common response to how teachers adjusted their teaching or classroom to make the class more inclusive was moving children with disabilities to the front of the classroom and modification to questions and assessments and lowering the grade levels.

Representatives at the DOETs and BOETs indicate that inclusive education is not a component of teacher and school inspections. As a consequence, in Viet Nam there is a policy/direction on inclusive education that is left to untrained teachers and administrators to interpret and implement as they see appropriate often with limited resources with many teachers suggesting their key source of resources is from the internet (no one was willing to share website). This has significant implications for quality of inclusive education across the education system – does a child with a disability in Dien Bien receive an appropriate and comparable education experience in Ninh Thuan? Should there be a minimum standard that schools and district education boards have to achieve before they can be classified as inclusive? Teacher and school inspections are significant to inclusive education because all provinces have resources and a budget line for this activity that can be readily adapted to include components of IE. Additionally, inspections are not only a way to better understand and evaluate quality of education within the provincial education sector but one of the ways to support teachers and by extension children with disabilities. It worth noting that for these inspections to be meaningful where IE is concerned, they have to be based on IEPs.

Equally telling is the limited visibility of persons with disability in the education sector. In the three provinces visited, the research team did not come across administrators, teachers or lecturers that have visible disabilities. This is consistent with the National Coordinating Council on Disability (NCCD, 2010) finding that the attendance rate for children with disabilities is less than 1% with only 9.2 % of all people with disabilities having attained a high school degree through all three forms of education (primary, secondary, high school). When asked if they knew any teachers or lecturers with a disability, respondents noted that they did not and in one instance, respondents laughed at the question suggesting it was unrealistic to expect a person with a disability would serve as a lecturer at a teacher training college. It is not surprising therefore that the language about disability is largely centered on notions of charity and not anchored in rights. Often, a child with a disability enrolling in school was seen as a remarkable achievement and reaching Grade 5 was the most a child could expect with little in the way of discussion about education beyond Grade 5 and no possibility of a college or university education.

It is perhaps not surprising therefore that prioritization of inclusive education in implementation is not strong. For example, teachers and school administrators have a pivotal role to play in creating an inclusive school environment. At the time of the field studies, there were no confirmed trainings or directives for inclusive education to be a central part of the in-service training to be conducted at the end of the current academic year i.e., 2013-2014. During pre-service training, students are required to complete a practicum. Inclusive education is not a prioritized in this training, which means that most new teachers start their teaching careers without any foundation in inclusive education. The evidence from the data gathered also suggests a lack of awareness of the long-term education value of children with disabilities staying in school with the number of children with disabilities in schools significantly dropping from pre/ and primary to lower secondary.

Table 16: Facilitators & Barriers to IE at Provincial Government Level

Facilitators	Barriers
» MOET provides greater support and training for pre and primary education level. » DOET: Working on increasing the capacity of the teachers: - There are classes for core teachers and when have new laws try to integrate them into the training. Provide support to teachers and have IE guidelines for schools. Make school visits for additional training. - DOET provides guidelines on IE for each school and also provides additional training and school visits with hands on training for teachers. » Have completed the baseline survey on children with disabilities and shared it with the PPC and started the application process for the IERC. - Data available on who is in and out of school at pre and primary school levels. » Reported to be working on increased communication between the different sectors. » Aware of circular 58 for IEP.	» Definition of disability- unclear - Poor or lack of standardized evaluation of disability from different local authorities. » Limited awareness of the Community Council and its role in obtaining a disability certificate. In fact no one at the DOET meeting was aware of the Commune Council. - Limited capacity of commune council-for validating and recognizing disability » Awareness on laws and policies- weaker at level of BOET and schools in rural areas. - DOLISA not fully aware of up to date laws - BOET some members not aware of recent circular 42 on IE - Members of DOET not all fully aware of laws and circulars. - Feel that IE is still somewhat charity based and not rights based yet. » Limited training on development of IEP at secondary education level. » Limited support from MOET in training for lower and upper secondary education. » Lack of data - Data only available on who is in and out of school at pre and primary school levels. » Limited resources - limited budget for training - Limited budget on infrastructure improvements - In lower secondary no trained teachers on IE. » Authorities/stakeholders reported find it harder working with ethnic minorities as value education less and more complex as poorer and decreased understanding of value of education and language barrier. » Most children with disabilities do not have disability certificate making it hard to implement circular 42.

Schools and the provincial education system have a structure in place to provide inclusive education to children with disabilities. There are strong policy documents that provide some direction on inclusive education. The education structure in particular the teacher training and the school and teacher inspection mechanism are essential to ensuring quality inclusive education in Viet Nam. However, implementation remains a challenge for a number of reasons including: the limited awareness of inclusive education policies (including accessibility); lack of training of teachers; and lower priority attached to inclusive education and children with disabilities at various levels of the education system. The experience of ethnic minority education can be leveraged to support the education of vulnerable populations such as children with disabilities and girls. To date this is not happening as many within schools and the education sector perceive these as very distinct and no possibility for cross-learning.

Overall, what is clear from the findings is that there are opportunities for some children with disabilities to participate in school and teachers responsible for educating these children are making efforts to address their needs often in circumstances were the teacher has not been

trained in inclusive education and has limited access to resources to support an inclusive education environment.

Readiness of Children with Disabilities to go to School

All of the children with disabilities who participated in the study (n= 45) attended school either at the primary or lower secondary level. Only 3 of the families who participated in the study had a child with a disability who did not attend school at the primary or lower secondary level.

The findings of this study also indicate that the number of children with disabilities who attend school drops significantly from primary school to lower secondary level. It is important to note that in Kon Tum, where the majority of children with disabilities are from ethnic minority groups, the ratio of the parents who have only primary level education is also the greatest, compared to the other two provinces where a greater proportion of the parents have secondary or even higher levels of education.

Special schools versus mainstream school with IE

All of the families who participated in the study, whose child with a disability attended school, sent their child to mainstream schools. It is unclear if this was by choice or due to lack of resources such as availability of a special school close or accessible to them. These parents, although they did see the benefits of mainstream schooling, stating that by having their child go to a mainstream school it will prepare them for the world and make them work harder to strive to be like other children, they did however feel that special schools would better meet the learning needs of their child and wished they had access to special education facilities for their child. The primary reason provided by parents for this preference was the belief that special schools would be better equipped to work with children with disabilities. Parents felt that a special school would provide trained teachers who are aware of how to interact and communicate with their child on a more individualized level and provide appropriate equipment to address their child's disability such as provision of hearing aids, IEPs, and greater life skills training. Many also expressed concerns about not knowing what would happen to their child beyond mainstream pre or primary school level, as if they did not consider higher levels of education or expressed the desire to send their child to some kind of vocational training program so their child could become useful and earn an income.

Even though parents of children with disabilities, who sent their children to mainstream schools, often expressed gratitude for the teachers and the time they put in to work with their child they often felt that the teachers were unable to provide enough individual attention and that their child lacked support, especially when the teachers had so many other children in their class. A Deputy Chairman of a ward and father of a child with autism expressed the following:

> "This school has 4 children with disabilities among total number of 500 students. When studying at the same school, children with disabilities may not follow the normal learning speed of other students. It should have a special school to manage them because it is difficult for students and teachers in such IE. This is what we hope for."
>
> Parent of child with disability and a stakeholder

Interactions with children with disabilities in both mainstream and special school settings however painted a different picture. Through informal conversations, children with disabilities who attended special schools expressed the desire to leave the school because they wanted to be able to go out and be part of the community and felt homesick. Children with disabilities who attended mainstream schools were happy to be part of a mainstream school system and have friend who do not have a disability. In many cases, children with learning disabilities (hidden disabilities) did not identify themselves as having a disability, even though the school considered

them as a child with a disability. This was displayed by their description of many of their drawings. None of the drawings by children with disability portrayed a child with a disability.

Photo 4: Example of many drawing by children from the focus groups in Ninh Thuan

> "In case of serious illness, I don't go to school; otherwise, I always go to school. Serious illness is when I get fever of 40.5oC and has to stay in hospital or is too tired to move. I'm happy to go to school because I can talk to my friends."
>
> Girl with a disability-1

> "My friends help me in everything I don't understand. They also play with me."
>
> Girl with a disability-2

> "If I study in special school with other children with disabilities, friends are same situation as me, same learning conditions; other people may not know how I study. In special school, I can't improve myself, my thinking."
>
> Girl with a disability-2

Disability identification

One of the main challenges faced by parents of children with disabilities was their inability to understand what was considered a disability or not according to the community, referring to the Commune Council or the Health sector, in regards to their child's eligibility to a Disability Certificate and entitlement to disability related rights and protection as outlined by the law. Some of the parents, particularly parents of children with hearing and speech impairments (deaf and mute) expressed that at one point they had the Disability Certificate and received assistance from the government for 1-2 years but then the certificate was taken from them due to changing government priorities. The following quote is an example what a mother stated regarding loosing government subsidies provided a year ago for her child who is deaf and mute.

> "Generally, for that matter, I was told by local authority that there was legal documents sent from province to district and from district to commune. I didn't read the documents but generally they said this year local authority will review disabilities. Only serious cases receive subsidies. That's what they said. We don't know what level of disability is considered serious."
>
> Mother of a child with disability

Other's stated that they have tried to get the Disability Certificate with limited success as either the health sector or the Commune Council rejected their application, even though the school recommended that they apply for the certificate.

Social assistance to support education for children with disabilities

Awareness of key policies and circulars amongst parents and families of children with disabilities was low in all provinces visited. The number of families who received or had received any type of support for their child with a disability was 43 out of a total of 53 families. Examples of support include free surgery, school fee subsidy, monthly government support (either through the Disability or the poor family certificate), and gifts in kind such as books or notebooks. Unfortunately data regarding the number of families who do have the disability certificate do not appear complete to allow for reporting, however it was clear that a significant number

of children did not have a disability certificate and many parents were unaware of the benefits that can be gained from having the Disability Certificate. For example some of them stated that the effort, in time and cost, involved in getting a Disability Certificate is not worth the school fee exemptions that it may provide.

Most parents had not heard of circular 42, a policy that allows schools to request resources for IE. The following statement by a parent illustrates what some families due to limited awareness of these policies:

> "Last year, my daughter's teacher asked me to get disability verification for school fee reduction or exemption. We did it but this year my daughter told me her teacher said she was not exempted from tuition and asked me to pay in full. Ok, I followed her without asking any reasons. I have a brother-in-law who is a teacher there and he showed me how and what documents to be submitted to get the verification. I strictly followed. Yet, the teacher still told us to pay."
>
> Mother of a girl with disability (visual impairment)

The comments by the parents highlight the additional challenge of a lack of clarity of some existing policies. For example Decree 67 (social assistance to soial protection beneficiaries) identifies "people with severe disabilities who have no working or self-serving capacity in poor households" as potential beneficiaries. A number of local authorities are not aware how to assess children with disabilities as most believe "children do not have working capacity yet". This has led to children with disabilities not being certified and granted disability certificates.

Decree 67 has since been reviewed, revised and expanded into Decision 136. This Decree 67 and Decision 136 (Social protection focus) overlap with Decision 42 (education focus) which depend on provincial decisions with regards to allocation of funding for implementation. This raises the issue of prioritization of funds in the Education and Social sectors and how provinces can effectively address barriers and improve access to education. Further, the role of the commune councils in interpreting priorities (provincial and national), implementation of policies and the moral authority that they retain should not be underestimated. A lack of clarity in policies and priorities can result in subjective implementation and uncertainty among the population regarding the aims and beneficiries of policies.

Socioeconomic and psychosocial factors facing children with disabilities access to education

Children with disabilities expressed a number of challenges that faced them or their families in attending mainstream schooling. Some of the boys and girls with disabilities reporting being teased or bullied and being referred to as "Khùng", meaning crazy , but then they would indicate that other students or the teacher would stand up for them.

> "When I was in primary school, one friend teased me that why I have such short legs. I think, I'm sad, I cry."
>
> Girl with a disability

> "I hope to have a 5-finger hand so that my friends will not rouse me as one-armed boy."
>
> Boy with physical disability

Children with disabilities also recognized the challenges faced by their parents. For example some stated that they were not able to receive extra help from their parents as they had many responsibilities and had to work long hours to support them and send them to school.

Many parents expressed concerns about their child being teased or bullied in school. One parent stated that his/her child was recently hit by other students in the school. Some also admitted not being aware of how their children interacted with other children due to long working hours.

Many teachers identified parents' socioeconomic status, such as being an ethnic minority, language barriers, the need to work in the fields, illiteracy, lack of transportation, and limited value for education as barriers to supporting their children's education or even sending their child with a disability to school. Teachers of students with disabilities stated that often the parents are not able or available to come to school to meet the teachers and discuss their child's learning.

Most families of children with disabilities did not seem to think that boys and girls with a disability were any different in the challenges they faced in accessing education. Some parents however did express concerns about worrying about their daughters with a disability as they are more sensitive and "weaker" and can fall in love easily.

Factors preventing families from sending their children with disability to school

Only 3 families with children with disabilities who did not send their child (ren) to school participated in the study. Of these, 2 were interviewed during home visits and had children with severe disabilities and 1 family sent one child with a disability to school and had another one at home.

Reasons for not sending their child (ren) to school were often similar to some of the concerns and challenges discussed above but to a greater extent due to the nature of the disability or a greater financial limitation. The specific reasons cited by these parents included:

1. Safety concerns: One parent, who is a teacher herself, stated that she withdrew her son from school as she was worried about the well-being of her son and others due to lack of training from the teachers and how to manage her son when he has a seizure or other behavioural difficulties. She stated that her husband had to leave his job to look after their son at home.
2. Lack of ability of the child to benefit from education: One parent stated that, when your child keeps failing a grade, you think they are unable to learn. Another mother, who has a child with a severe disability, stated that no one has ever told me to send my children to school. They are unable to communicate.
3. Transportation difficulties: Two of the parents cited this as a barrier to take their children to school. One stated that if they had a bicycle, their son, who does not have a disability, would have been able to bring his younger sibling, who does have a disability, to school. The child with a disability is unable to walk to school and the parents have to leave early for work.
4. The other parent stated that she has a motorcycle for transportation and is unable to safely transport her daughter with the motorbike.
5. Financial concerns: One family reported that their ability to support the education or continuation of the education of their child is limited by their financial status and they had to pick which child would be sent to school and based this on who may benefit most from getting an education. This may be a reason why the number of children with disability significantly drops from primary school level to lower secondary school level.

Table 17: Summary of Facilitators and Barriers to Going to School

Facilitators and Barriers to Going to School			
Children		Parents	
Facilitators	Barriers	Facilitators	Barriers
Children with disabilities who are at school expressed being happy for being in school and having friends with no disability. A child with a disability preferred to be in IE as feels learns more from other children and likes having friends with no disability does not want to go to special education.	Stigma and discrimination- especially at lower secondary level. Poor inclusion in community due to difficulty with communicating with peers (as per parents). Special schools are often boarding schools and children can feel homesick and abandoned by families. Lack of consistency in sign language across different regions.	Want to send children to school. Want children to get higher education if possible as may be the best means to becoming successful and a means to becoming more confident in community. Would like to learn more about disability of their children Some felt that the teachers were very dedicated and helpful.	Lack knowledge and resources on disability of their child and how to manage it. Some expressed concern about the skills of the teachers and the burden on the teachers. Lack of awareness about IE- wish for more special schools. Concerns regarding the safety of their child and others due to potential behavioural difficulties from children with disability. Transportation challenges, especially when a child with mobility impairments gets bigger, as they are too heavy to carry.

It is important to note that all parents did recognize the value of some education, even if it is only at the primary level, or through special education.

> "All parents of children with disabilities hope their children can be inclusive to their friends. At school, children more or less can learn how to communicate with others so that they can have a job in the future"
>
> Mother of a child with a disability

Overall based on the findings, children with disabilities who participated in the study appear ready and willing to participate in an IE program, while their parents have mixed feelings about sending their children to mainstream schools, sometimes resulting in not sending their children to school at all.

Readiness of Community to Support Children with Disabilities to Go to School

Observations of interaction between children with and without disabilities in schools indicated positive relationships although some children with disabilities spoke of experiencing stigma and discrimination from their peers. In many instances, non-disabled children did not believe that they had schoolmates with disabilities as they defined disability as those who can't speak or hear or have a physical/mobility impairment, but were aware of schoolmates who had to repeat classes due to poor nerves or bad writing skills. The limited number of drawings displaying children with disabilities is also evidence of this belief system by the children. There were only 2 drawings that depicted children with disabilities with them and they were both drawn by non-disabled children.

Photo 5: Drawing of a child without disability from Dien Bien

Photo 6: Drawing of a child without disability from Kon Tum. The writing on the picture states "Helping people with disability is the honor of people without disability" and "No discrimination against friends with disabilities"

At the center of the community response is the commune council that plays a key role in not only identification and certification of the disabilities but crucially provides leadership on inclusion of children with disabilities. Commune council members interviewed noted that they had a role to play in raising awareness of disability issues in the community. The annual commune council meeting is perhaps one of the key forums at the community level for raising awareness and outlining how local communities can come together to support children with disabilities to go to school.

The composition of the commune council limits the ability of the council to provide more appropriate support and leadership with the community. Given the important work the council does with regard to the welfare of children with disabilities, it is imperative that the council has representation from local DPOs or person with disability and indeed from the education sector. In most of the districts visited, the council is composed of individuals who are not trained in disability issues with exception of the social worker whom (rarely) has taken a course in disability as part of their training. One of the social workers interviewed was trained over 10 years ago. Understanding child disability and the disability sector is dynamic and so too is the understanding and conceptualization of inclusion and disabilities in society.

A starting point for communities supporting children with disabilities to attend school is the identification and certification of children with disabilities. This remains problematic and highly subjective as many families lack knowledge of the process of identification and certification with the usually untrained commune council utilizing a ten-point medical (rather than social) checklist to determine whether an individual has a disability or not. Most participants representing commune councils were not familiar with the Inter-ministerial circular # 42 and learned of it during the interview process.

In terms of bulling and teasing, although it is extremely important to recognize that children with disabilities are at a greater risk, it is also noteworthy that this is also a part of growing up and living in a community. What is important is to teach children and community members that it is not OK to bully and tease and to intervene. A member of a parent-teacher association noted that teasing and fighting was typical child behavior and should not be reason to separate children with disabilities from children without disabilities.

> "It is better to keep IE as it is at this school. It is children without disabilities that help children with disabilities have chances to be inclusive… no stigma. As for children teasing each other, that is normal; even children without disabilities beat each other so I think we should not separate them, we'd better let them study together."
>
> A father from a parents association

While children with disabilities and their families experience stigma, responses from participants suggest their communities are willing to help. For example, a parent shared a story of their daughter with a physical impairment who finds it challenging and takes a long time to get to school on foot as she feels pain in their legs and has to regularly stop to rest. In the rainy season the girl relies considerably on friends and family members to assist her with getting to school. However, access to family and friends willing to assist is not universal. In areas where assistance is not provided, families could pool resources and share duties of accompanying children to school, or if someone has a bicycle/motorbike and commutes in the direction of the school, they could help a child with a disability get to school.

Many families remain unaware of the kind of support and resources available to enable their children to go to school. As noted earlier, the process of obtaining disability certificates and applying for subsidies is in unclear, lengthy and fraught with misinformation as the following responses indicate.

> “Maybe the government has not given this kind of subsidy. If it has, we will know when we have regular meetings of ward/commune. I think there is no subsidy. I have meetings of ward/commune 3-4 times a year.”
>
> A father from parents association and local government officer

Overall, the existence of the commune/ward councils is an important social structure that can play a leading role to support children with disabilities go to school and challenge some of the attitudinal barriers that persist in many communities. The existence of these councils and the moral authority they possess would allow many communities to better support children with disabilities go to school. For children and families to receive this support however, the capacity of this council has to be strengthened through training including addressing attitudes and the addition of new members particularly people with disabilities, schools, and local community organizations.

Strength of the study

A particular strength of the present study is the diversity of participants from across the education sector with particular emphasis on children with disabilities. Further, the participation via survey and in-person interviews of school managers and representatives from subnational education offices was key to developing a fuller appreciation of the education experience of children with disabilities and indeed the readiness of the Viet Nam education system for inclusive education.

Interviews with school managers and subnational education officers allowed for richer insights into current practices and potential for more quality and greater accessible inclusive education in the different provinces.t

RECOMMENDATIONS

Key recommendations to improve policies to promote inclusive education for children with disabilities

1. **Adopt a standard definition of disability that is congruent with the ICF /UNCRPD in the Vietnamese Disability Law of 2010 and in all legal documents that relate to persons with disability and identification of disability.**

   Rationale

   The ICF refers to disability as "…an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors)". Even though, the Viet Nam Disability Law defines people with disabilities as "those who have impairment of one or more parts of their body, or functional impairment, which are shown in different forms of disability, and may cause difficulties in work, daily life and learning" without mentioning anything about the "barriers" from society, from the system that made the person become "disable". As a consequence of this definition, which is fairly medical-based approach, understanding of disability by many continues to be influenced by the medical model. This limited understanding of disability can contribute to the rights of children with disabilities not being adequately assessed and supported due to poor identification of disability. Consensus on a definition of disability would enhance data collection as the terminology used plays a role in how disability is measured. A common definition would also facilitate communication and provide people with disabilities, disabled persons organizations, governments, service providers, and researchers with a framework for measuring and advancing child disability.

2. **Strengthen the Government's commitment on coordination of disability related work by having Prime Minister (PM) or Deputy Prime Minister (DPM) to chair the NCCD.**

   Rationale

   Having the PM or the DPM as the chair of the NCCD, will place all other ministries at equal level and responsibility in their role and commitment to the NCCD in addition to increasing their accountability due to their need to report to the PM or the DPM.

3. **Invite education to be a member of commune council for disability certification and conduct more frequent training on disability and inclusive education (IE) for entire council. In the short term, the Council may benefit from having the education sector have an advisory role.**

   Rationale

   Council decisions on certification have considerable bearing on the welfare of children with disabilities and their ability to access education. Most council members have not received any training on disability or IE.

4. **Include children with disabilities as subject of compulsory universalization.**

   Rationale

   Currently children with disabilities are not included in statistics/criteria for Universalized Education from pre-primary, primary to secondary levels. This provides a limited view of children and their access to education. Including children with all abilities into the universalization plan will provide a full image of all children and their status and access to education at the national level.

5. **Adopt an integrated lens to include key issues of inclusive education, ethnic minorities, disability, climate change and emergency preparedness.**

   Rationale

   An integrated lens ensures that learners with intersecting vulnerabilities are treated as whole, rather than separate and fragmented interventions. This will minimize diffusion of responsibility amongst the different sectors which may be responsible for the different components.

6. **Government to ensure children with disabilities are included and addressed in the education sector plan at all levels.**

   Rationale

   Inclusion of children with disabilities in education sector plans at the school, commune, district, provincial and national levels will lead to inclusion of children with disabilities in national development plans and an associated budget line for the education of children with disabilities.

7. **Key development partners (e.g. UNICEF, NGOs) to ensure children with disabilities are included and addressed in all strategies and programming (e.g., UNICEF action research on mother-tongue based bilingual education and UNICEF EM strategy).**

   Rationale

   This will ensure that programs and strategies are inclusive from the start and reduce costs and effort required to change them to become inclusive at a later date.

8. **Strengthen monitoring the implementation of law/policy at all levels related to education of children/persons with disabilities .Information from such endeavors can be used to inform policy makers and provide examples of good practices.**

   Rationale

   This will ensure that programs and strategies are inclusive from the start and reduce costs and effort required to change them to become inclusive at a later date.

Key recommendations to raise awareness of right holders and duty bearers on existing policies

1. **Engage and collaborate with Disabled People's Organizations (DPOs) to ensure visibility of persons with disabilities in the education sector**

   Rationale

   Representation of persons with disabilities in higher levels of education and in key education administration offices is very limited. Persons with disabilities are essential to the planning and administration and there is a need for role models for children with disabilities. Including DPOs in key committees that have bearing on the welfare of people with disabilities such as the Commune Council is key.

2. **Increase awareness on Inter-ministerial Circular 42/2013/TTLT-BGDDT-BLDTBXH-BTC and the importance of disability certificate to allow schools to receive funding from government for IE activities**

   Rationale

   Inter-ministerial Circular 42 is a key policy to the education and welfare of persons with disabilities and their families. Given its recent date of effectiveness (March 2014), only 2 weeks prior to the field research, not many respondents in the study were aware of its existence. Respondents were equally not familiar with past circulars and laws related to welfare of people with disabilities. Increasing awareness on this and other circulars by members of the community at all levels will enable families to seek disability certificates for their children, knowing it can support IE by allowing schools to request additional resources to support IE activities.

3. **Develop long-term national strategy for the reduction of disability related stigma and discrimination in Viet Nam society**

   Rationale

   There is need to acknowledge the various ways disability related stigma and discrimination is experienced and manifested among different groups and levels of society and how this hinders national development. Viet Nam specific strategies and interventions should be identified and implemented at different levels in society: the individual (affected) level, societal level and structural level. Each level would have specific strategies which

could overlap as they target stigma directly while other interventions focus on creating and an enabling environment (Hulscher et al. 2000). A national strategy grounded in behavioural and social change approaches can provide much need guidance across all levels of government and society.

4. **Include and present children with disabilities positively and powerfully in text books, learning materials, and in the media.**

   Rationale

   There is need for more positive images of children with disabilities. The predominant view of children with disabilities and disability in Viet Nam is that of charity with children with disabilities in constant need of help. Prevailing attitudes and beliefs by teachers, administrators and many in the community create barriers and may hinder inclusive education.

5. **Ensure that the community, including all parents and all children, are aware of the right to education for all, including children with disabilities.**

   Rationale

   Awareness of children with disabilities, their right to education and the benefits of completing secondary education for children with disabilities is low in many communities and within schools. It is important to ensure that all community members are aware of the rights of children with disabilities. This awareness can have an impact on the recognition and value of education for all and increase a parent's accountability in ensuring that their child is provided with an education. It is important to ensure that when awareness and education campaigns and interventions are developed, they are provided in formats that are accessible to all; this would include ethnic languages, sign language, and braille, audio and print formats. Lack of awareness of education opportunities and the rights for children with disabilities and lack of confidence in children with disabilities' ability to learn from most stakeholders in the study have resulted in the fact that most of them appeared to be more in favour of special education instead of inclusive education. In order to achieve this recommendation, there will be a need to develop a comprehensive one-stop guide outlining available resources from the government (MOET, DOET, MOLISA and MOH) for parents of children with disabilities.

6. **Provide awareness raising, behaviour and social change interventions at the school and community levels to promote social inclusion and reduce stigma and discrimination.**

   Rationale

   Survey, group discussions, and interview revealed differing assumptions amongst education managers and teachers and parents on why children with disabilities are out of school. While most of education managers and teachers believed that parents of children with disabilities and children with disabilities were having low self-esteem, low self-confidence, and that they did not want their children be labelled as having a "disability", parents of children with disabilities shared that the procedures to have "disability certificate" is too complicated and time consuming and that they did not know what benefit their children would receive with the certificate. In addition, parents concerned and worried that their children would suffer at school.

7. **Develop resource packages targeted for parents of children with disabilities that outline their rights and provide a list of resources locally or nationally.**

   Rationale

   The different sectors (MOET, MOLISA and MOH) should work together to develop resource packages that can be distributed to families of children with disabilities on their rights and resources.

Key recommendations for MOET and provinces to expedite the provision of education to children with disabilities

1. **Develop or adapt and institutionalize screening tools to identify children in need of early education interventions**

   Rationale

   Child development screening tools that would identify those children at-risk and/or those who are having developmental or behavioral concerns and in need of early intervention. Research shows that early intervention can be an essential foundation for improving outcomes and/or preventing further declines in functioning.

2. **Establish the Education for Children with Disabilities Department in the MOET.**

   Rationale

   Currently, the MOET Steering Committee on Education for disadvantaged children and children with disability is led by one Vice Minister with representation of various line departments in the MOET. It would be much better to have one dedicated Department to be responsible on education for children with disabilities from all levels of education and for all types of education for these children (inclusive, integrated, special education).

3. **Promote the expansion of provincial Inclusive Education Resource Centre for persons with disabilities and the establishment and functioning of Resource Rooms at school level**

   Rationale

   MOET has issued the Inter-ministerial Circular 58/2012/TTLT-BGDDT-BLDTBXH dated 28 December, 2012, with effective date from 18 February, 2013, stipulated conditions for establishment and operation of provincial inclusive education resource centre for persons with disabilities. However, up to now, only 10 out of 63 provinces of Viet Nam has a Resource Centre. Given practical types of services for persons with disabilities provided by the Resource Centre such as i) early detection and early education intervention for persons with disabilities in close consultation with specialists in hospitals, especially in treatment and health care as well as services in career counselling and vocation training for persons with disabilities; ii) provision of curriculum, facilities and equipment, teaching and learning materials and to prepare persons with disabilities for mainstream schools; iii) provision of information to parents on the skills needed in caring of children with disabilities, helping them to develop their full potential; iv) facilitation of exchange among teachers and practitioners to enhance knowledge and practices on how to work with children with disabilities, the establishment of the Resource Centre is crucial to improve quality education for persons with disabilities and bridging special education with inclusive education.

4. **Prioritize training topics related to IE during in-service teacher training with introduction of compulsory inclusive education training module**

   Rationale

   All teachers participate in compulsory in-service training after every academic year.

5. **Prioritize inclusive education in pre-service teacher training with introduction of compulsory inclusive education training module at all teacher training colleges**

   Rationale

   When offered, IE is an elective course at teacher training colleges and is often an under subscribed course. The majority of new teacher graduates have not received in IE and disability issues.

6. **Ensure all graduating teachers from teacher training colleges have practical IE experience by decreeing all placement schools attended while at teaching training college are certified inclusive education schools**

   Rationale

   To promote quality IE within schools, new graduates should have practical experience of working in IE school. This raises the profile of IE and disability issues in the education

sector. Sharing and learning from Vietnamese IE experiences is very limited among teachers and administrators.

7. **Mandate inclusive education to become criteria of teacher and school inspections based on Individual Education Plans (IEPs) of students**

   Rationale

   Currently inspectors are not trained in and do not assess for inclusive education during teacher and school inspections. Implementation of key policies and circulars is compromised as a consequence

8. **Each province to train (or retrain) two teachers and two school inspectors in inclusive education**

   Rationale

   Inclusive education is currently not a component in teacher and school inspections and inspectors have not received training on IE inspection.

9. **Identify and introduce inclusive education champions/role model at the commune, school administrator, teacher and DOET levels and support informal networking of peers**

   Rationale

   Sharing and learning from Vietnamese IE experiences is very limited among teachers and administrators.

10. **DOETS and BOETS to prioritize opportunities for current teachers and school managers to have a forum that allows for sharing teaching methods, knowledge, experience in organization and implementation of IE on a regular basis.**

    Rationale

    Providing teachers and school managers with an opportunity to meet and share their experiences on IE every 1-3 years can provide them with greater a less costly way of staying up to date, provide them with a sense of camaraderie and increase cohesiveness amongst schools.

11. **Develop guidelines on budgeting and allocation for districts, communes and schools to support implementation of Inter-ministerial Circular 42.**

    Rationale

    There is limited awareness and prioritization of inclusive education at district, commune and school levels to support the needs of children with disabilities. This will also allow enable more schools to request resources under Inter-ministerial Circular 42/2013/ TTLT-BGDDT-BLDTBXH-BTC. Prioritization of accessibility in budgeting and planning to be a component of this strategy.

12. **Establish a process for schools to facilitate and help families in obtaining disability certificate.**

    Rationale

    Teachers and schools have a relationship with families and children and are a key stakeholder in the welfare of children with disabilities. Also establish and provide a system for transfer of IEP's from one level of schooling to the next. This will provide teachers at the next level of schooling to have baseline information on a student with disability that is entering their school and classroom. This process can save resources in time and energy for all involved, including teachers, parents and the students with disabilities.

13. **Provide further support to teachers by promoting retired teachers, parents and DPO representatives to serve as teaching assistants in IE activities.**

    Rationale

    Teaching assistants can relieve the demand on the teacher and improve the quality of the education experience for the child. Organizations such as the Provincial Association of Learning Promotion have the experience and structure in several provinces in Viet Nam that can contribute to enhancing the quality of the IE in Viet Nam.

14. **Establish IE monitoring and evaluation at the provincial-district and even school levels. Schools should be responsible for evaluating and rating selves with proof and evidence of performance on IE.**

    Rationale

    This will ensure accountability at all levels and facilitate the schools owning their achievements.

15. **Establish and provide a system for transfer of IEP's from one level of schooling to the next.**

    Rational

    This will provide teachers at the next level of schooling to have baseline information on a student with disability that is entering their school and classroom. This process can save resources in time and energy for all involved, including teachers, parents and the students with disabilities.

16. **Prioritise accessibility in education budget and planning**

    Rationale

    There is a need to make buildings (e.g., schools and administrative buildings) more accessible. Accessibility is a barrier particularly during the rainy season in rural areas that prevents children from going to school.

17. **Strengthen disability inclusion in provincial and national education - disaster risk reduction/climate change plan and programming**

    Rationale

    There is need to promote word-wide initiative for school safety as a priority area of post-2015 frameworks for sustainable development, risk reduction and resilience. Under the school safety framework which UNICEF and Save the Children are co-leading with MOET under the Coordination Group on DRR and CC in Education, it is encouraged to incorporate access and safety for children/persons with disabilities in design and construction of school facilities and the focus on DRR/CC linkages with disability pre, during and post disaster including the development of educational materials incorporated to meet differential needs of children of different ages, gender and disabilities.

18. **Provide teachers with practical resources on various strategies that have been proven to be effective in facilitating inclusive education such as Child to Child Methodology and Rapid Education Services.**

    Rationale

    Depending on the number of children with disability and the types of disability at any given school the teachers may find different strategies that may work to enhance inclusion of boys and girls with disabilities in a mainstream school program. Some of these strategies have been proven to be effective based on published data. For example, the Child to Child Methodology has been used as a strategy to identify children with disabilities and to pair them together with non-disabled children in school/community (World Vision, 2007). This method also allows for greater awareness about disabilities amongst peers with no disability. The Rapid Education Services model involves grouping 'older children' whose school inclusion is delayed due to limited access to education into a separate classroom, at the mainstream school, until they catch up with their peers. Although this does involve initially separating these pupils from their peers, it allows children with disabilities who start their education at an older age than their peers, who may experience feelings of shame and lowered self-esteem, in addition to their disability, to stay in school (Morgan & Behrendt, 2009).

Key recommendations to improve the data and information system to enable provinces to collect, update and use the data on children with disabilities

1. **Develop indicators and monitor and evaluate the implementation of IE**

Rationale

Monitoring of the implementation of IE is not being conducted, due to the lack of clear criteria on how inclusion should be measured in schools and also because the monitoring role in the education sector in general seems to be performed through resource teachers in some schools. It is challenging, if not impossible, to measure the effectiveness of IE in the absence of meaningful descriptions of IE and in the absence of valid and reliable surveillance and monitoring activities. To understand how various IE projects, activities, along with changes in policy all work to enhance access to IE for children with disabilities, it's useful to use routine collected local IE data. Routine collection of local IE data to measure progress can simultaneously generate knowledge about childhood disability as well as awareness at different levels about unmet rights and needs of children, families, and communities. Furthermore, conducting evaluations are useful for documenting good practices that can be scaled up or adopted elsewhere. Such indicators to be used by schools to empower themselves to conduct self evaluation and rating of IE performance.

2. **Develop a standardized data collection tool that is provided to all schools for keeping track of children with disabilities who attend school and are out of school**

   Rationale

   Having a standard data collection tool that enables and cues all schools to collect the same information on children with disabilities (e.g., sex, age, level of participation, disability certificate, use of IEP) will not only provide schools with a tool that will allow for easy data collection but will also allow for cross-comparison of data across provinces, districts, and communes.

3. **Develop a standardized data collection tool that can be used by DOETs, DOLISAs and DOHs and at lower levels including district and commune and school to gather child disability information.**

   Rationale

   Having a tool that can be used across sectors will allow for cross comparison. Disability data is also crucial for determining the prevalence of disability in a population and identifying the needs and characteristics of subgroups within the disabled population. The continuing need for reliable and comparable data on children with disabilities is also emphasized as one of the key aspects of monitoring the implementation of the Convention on the Rights of Persons with Disability (CRPD). Furthermore, obtaining information on children with disabilities can be used as a basis for developing policies aimed at prevention of disability, for the planning of services for children with disabilities and their families, to ensure full social participation for children with disabilities, and ultimately for meeting the rights of children with disabilities. The best approach to identifying children with disabilities, that has become the international standard, is to focus on the difficulties that people have undertaking basic activities, such is used in the Washington Group (WG) Ten Question Screening Instrument.

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Appendices

Appendix A: Numbers and demographics of study participants during field visit in Viet Nam in March/April 2014

I) Stakeholders (Government, NGO, INGO, School managers and teachers) Group

Stakeholders		Hanoi*	Dien Bien Province	Kon Tum Province	Ninh Tuan Province
Total		16	24	37	48
Age group	20-29	1	0	1	3
	30-39	7	9	16	15
	40-49	4	5	14	12
	50-59	3	10	6	9
	60+	0	0	0	3
	Not specified	1	0	0	6
Sex	Man	5	6	15	22
	Woman	11	18	20	24
	Not specified	0		2	2
Ethnicity	Kinh	15	22	30	46
	Other	0	1	6	1
	Not specified	1	1	1	1
Education level	Primary	0	0	0	0
	Secondary	2	2	5	3
	Higher	12	21	30	36
	Not specified	2	1	2	9
Occupations	Education sector	This data was did not appear to be completed accurately and as a result is not presented here	14	31	39
	Teacher		14	20	22
	Disability sector		6	17	19
	Health sector		2	8	5

*The numbers in Hanoi are not reflective of all who participated as not all focus group participants returned their demographic forms to the researchers at the end of focus group discussions.

II) Parents Group

Families of Children with disabilities		Dien Bien Province	Kon Tum Province	Ninh Tuan Province
Total number of families		20	26	31
Age group of participant	15-19	1	0	0
	20-29	4	2	1
	30-39	8	13	13
	40-49	3	6	13
	50-59	3	3	4
	60+	1	0	0
	Not specified	0	2	0
Sex	Man	12	13	8
	Woman	8	10	22
	Not specified	0	3	1
Ethnicity	Kinh	11	9	29
	Other	9	16	0
	Not specified	0	1	2
Education level	Primary	2	16	7
	Secondary	10	2	14
	Higher	8	3	9
	Not specified	0	4	1
Children with disability	Yes	13	18*	25*
	Number of children who do not attend school	0	2	2
	No	7	8	7
Disability from birth		10	13	15
Reported receiving government support for child with disability	Yes		8	
	No	8	10	18
Reported having a disability certificate		2	0	5
Reported receiving other type of support		3	0	4

*Family had 2 children with disabilities

III) Children's Group

		Dien Bien Province	Kon Tum Province	Ninh Tuan Province	Total
Children with disability	Boy	9	9	9	27
	Girl	4	5	9	18
Children with no disability	Boy	19	6	10	35
	Girl	23	14	6	43
TOTAL		56	34	34	124

IV) Types of disabilities reported or described by participant parents of children with disabilities

Types of disabilities		Dien Bien Province*	Kon Tum Province	Ninh Tuan Province
Total number of children with disabilities		13	23	25
Physical	General	2	3	4
	Mobility	1	2	
	Cleft palate	1	5	2
	No Anus	1	0	
Polio		2	0	1
Sensory	Visual	1	0	
	Hearing	4	0	4
Intellectual/Mental	General	0	8	10
	Autism	2	2	
Developmental	Down Syndrome	1	3	2
Neurological (TBI or CP)		0	0	2
Number of disabilities from birth		10	13	15
Total		15	23	25

*Total number of children with disabilities and number of disabilities do not match. Likely indicative of multiple disabilities in some children.

Appendix B: Population Ditrobution of disability by age in each of the 8 UNICEF provinces (Table derived from UNICEF & MOET, 2013)

Geographical Region		Viet Nam			Lao Cai			Dien Bien			Ninh Thuan			Kon Tum		
Age group		5	6 - 10	11 - 14	5	6 – 10	11 – 14	5	6 - 10	11 - 14	5	6 - 10	11 - 14	5	6 - 10	11 - 14
Disability	Disabled	0.2	0.2	0.2	0.3	0.1	0.2	0.1	0.2	0.1	0.4	0.2	0.2	0.4	0.3	0.2
	Partially disabled	1.4	1.2	1.6	1.3	1.7	2.2	1.1	1.6	1.7	1.5	1.2	1.6	1.7	1.6	1.9
	Not disabled	98.4	98.6	98.2	98.4	98.3	97.6	98.8	98.2	98.2	98.1	98.6	98.1	97.9	98.1	97.9
Geographical Region		Gia Lai			HCMC			Dong Thap			An Giang					
Disability	Disabled	0.2	0.2	0.3	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2			
	Partially disabled	1.5	1.1	1.1	1.7	1.4	2.5	1.2	0.7	1.1	0.6	0.5	0.7			
	Not disabled	98.3	98.6	98.6	98.2	98.4	97.4	98.7	99.2	98.7	99.3	99.3	99.1			

Appendix C: Ninh Thuan Province

Tables directly translated and copied from data provided by the Ninh Thuan DOET on the status of boys and girls with disabilities as of the beginning of the academic year 2013-2014.

A. 54 schools of research: 15/54 schools include IE in their programs

- Total CWDs from 6 months to 14 years old: 579
- Total CWDs in schools: 125
- Ratio of CWDs going to schools: 21,6%

Number, types, and level of disabilities in localities under school management

Type	Pre-primary: 6 months – under 6 years olds				Primary: 6-11 years olds				Lower secondary: 12 – 14 years old			
	Total	Extremely severe	severe	moderate	Total	Extremely severe	severe	moderate	Total	Extremely severe	severe	moderate
Mobility	7	4	1	2	4		1	3	7		4	3
Intellectual	12	9	1	2	4		3	1	16		7	9
Hearing	3	2	1						1			1
Speech	5	3	2		3		1	2	3		2	1
Visual	2	1	1		2			2	9		1	8
Autism					1		1		3			3
Total	29	19	6	4	14		6	8	39		14	25

Number of students in schools

Type		Students in schools		Students drop-out		Children not going to schools	
		Total	Female	Total	Female	Total	Female
Disabilities	1. Mobility	14	7	1		3	1
	2. Intellectual	22	5			10	4
	3. Hearing	2	1			2	
	4. Speech	6	2			5	2
	5. Visual	12	8			1	
	6. autism	4	2				
	7. difficult learning	37					
	TOTAL	97	25	1		21	7

School IE evaluation: number of students improving

Type		Total	Good improvement	Moderate improvement	Not much improvement	Unclear improvement	No improvement
Disabilities	1. Mobility	14	9	2	3		
	2. Intellectual	22		7	10	5	
	3. Hearing	2		1	1		
	4. Speaking	6	1	2	3		
	5. Visual	12	2	9	1		
	6. autism	4			4		
	7. difficult learning	37		12	13	12	
	TOTAL	97	12	33	35	17	

B – STATISTICS REPORTED BY THE COMMUNES/WARDS

Number, type and level of disabilities over Ninh Thuan province

Type	Pre-primary: 6 months – under 6 years olds				Primary – 6-11 years olds				Lower secondary – 12 – 14 years old			
	Total	Extremely severe	severe	moderate	Total	Extremely severe	severe	moderate	Total	Extremely severe	severe	moderate
Mobility	45	18	8	19	75	23	33	19	43	7	8	28
Intellectual	41	11	26	4	91	22	53	16	40	3	34	3
3a. Hearing	4	2	2		8		4	4	2	1		1
3b. Speech	13		6	7	26		15	11	11		3	8
4. Visual	8	1	4	3	14	3	5	6	6		2	4
5.Others												
a) Autism	2		1	1	6		3	3				
b) behavior disorder	6	2	1	3	11		3	8	22	4	2	16
c) emotional disorder												
d) difficult learning: reading, writing, calculating	2			2	35		15	20	2			2
6. Multi-disabilities	20	14	4	2	31	25	5	1	15	9	6	
TOTAL	141	48	52	41	297	73	136	88	141	24	55	62

Appendix D: Kon Tum Province

Tables directly translated and copied from data provided by the Kon Tum DOET on the status of boys and girls with disabilities as of the beginning of the academic year 2013-2014.

- Kontum People Committee - Department of Education and training
- Total number in this list: 1155 students learning IE, divided into:
- Pre-primary: 207 students
- Primary: 727 students
- Lower secondary: 221 students

List of students with disabilities learning inclusive education program in school-year 2013-2014

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
I. Early Education											
1	DakHa	20	10	10	17	1	0	1	10	2	6
2	DakTo	18	12	6	16	5	1	0	6	2	4
3	DakGlei	41	20	21	41	6	3	4	9	10	9
4	Ngoc Hoi	34	18	16	31	4	1	2	18	3	6
5	Kon Ray	7	1	6	6	2	1		1	1	2
6	KonPlong	15	8	7	15	5		1	6	2	1
7	Sa Thay	28	13	15	24	3	0	0	11	3	11
8	Tu Mo Rong	11	6	5	11	2	1		3	3	2
9	KonTum city	33	8	25	16	9	1	2	16	1	4
10	Pre-primary Teaching Pedagogy School										
Total		207	96	111	177	37	8	10	80	27	45

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
II. Primary											
1	DakHa	75	48	27	46	3	2	1	66	1	2
2	DakTo	28	17	11	23	1	0	1	18	6	2
3	DakGlei	61	44	17	60	7		6	47		1
4	Ngoc Hoi	157	109	48	130	4	4	3	130	9	7
5	Kon Ray	68	45	23	58	2	2	2	48	8	6
6	KonPlong	25	14	11	25	4	3	5	5	2	6
7	Sa Thay	118	77	41	98	4	1	3	85	7	18
8	Tu Mo Rong	12	7	5	12	1			8	1	2
9	KonTum city	180	122	58	127	20	4	3	128	10	15
10	Primary Teaching Pedagogy School	3	1	2					3		
Total		727	484	243	579	46	16	24	538	44	59

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
III. Lower Secondary											
1	DakHa	10	5	5	9	2	1	3	4	0	0
2	DakTo	40	31	9	29	3	3	1	27	4	2
3	DakGlei	2	2	0	2	1		1			
4	Ngoc Hoi	87	52	35	61	2	2	5	66	4	8
5	Kon Ray	9	5	4	8	1		1	6	1	
6	KonPlong	5	4	1	5	1	1			2	1
7	Sa Thay	17	12	5	11	0	1	2	10	0	4
8	Tu Mo Rong	5	3	2	5	3			1	1	
9	KonTum city	44	25	19	19	7		5	19	3	10
10	Ly Tu Trong Secondary Teaching Pedagogy School	2	1	1	0				1		1
Total		221	140	81	149	20	8	18	134	15	26

Kon Tum people committee- department of education and training

List of students with disabilities not going to school in school-year 2013-2014

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
I. Early Education											
1	DakHa	21	15	6	15	3	1	1	0	10	6
2	DakTo	6	1	5	6	3	0	0	0	2	1
3	DakGlei	18	7	11	18	5			3	5	5
4	Ngoc Hoi	10	5	5	8	5			1	2	2
5	Kon Ray	4	3	1	4	2	1			1	
6	KonPlong	9	3	6	9	1	1		7		
7	Sa Thay	17	14	3	16	5	0	0	0	8	4
8	Tu Mo Rong	5	3	2	5	1				3	1
9	KonTum city	0	0	0	0	0	0	0	0	0	0
10	Pre-primary Teaching Pedagogy School	0	0	0	0	0	0	0	0	0	0
Total		90	51	39	81	25	3	1	11	31	19

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
II. Primary											
1	DakHa	24	14	10	23	3	1	0	11	6	3
2	DakTo	28	17	11	23	1	0	1	18	6	2
3	DakGlei	49	28	21	47				41	5	3
4	Ngoc Hoi	8	3	5	6	0	0	0	3	5	0
5	Kon Ray	13	9	4	11	7	1		1	1	3
6	KonPlong	17	5	12	17	4	1		7	4	1
7	Sa Thay	15	9	6	14	1	1	1	6	5	1
8	Tu Mo Rong	0	0	0	0	0	0	0	0	0	0
9	KonTum city	50	32	18	42	8	1	0	27	13	1
10	Primary Teaching Pedagogy School	0	0	0	0	0	0	0	0	0	0
Total		204	117	87	183	24	5	2	114	45	14

Seq.	District/Town	Total	Male	Female	Ethnic	Physical	Hearing	Visual	Intellectual	Multi-Dis.	Others
III. Lower Secondary											
1	DakHa	126	79	47	116	17	9	5	77	6	12
2	DakTo	40	31	9	29	3	3	1	27	4	2
3	DakGlei	120	71	49	119	8	14	9	54	13	22
4	Ngoc Hoi	111	69	42	105	2	3	3	35	67	1
5	Kon Ray	69	53	16	66	7	0	1	52	8	1
6	KonPlong	22	13	9	20	8	5	1	5	2	1
7	Sa Thay	90	69	21	68	3	4	1	73	0	9
8	Tu Mo Rong	12	7	5	12	1			8	1	2
9	KonTum city	0	0	0	0	0	0	0	0	0	0
10	Ly Tu Trong Secondary Teaching Pedagogy School	0	0	0	0	0	0	0	0	0	0
Total		590	392	198	535	49	38	21	331	101	50

Appendix E: List of NGO and INGOs who participated in the Focus Group Discussion in Hanoi, Viet Nam

The following table provides a list of the various NGOs and INGOs that participated in the focus group discussion held in Hanoi during the field visit in March 2014. It is important to note that this table does not provide an exhaustive list of all NGO and INGOs and their activities related to t access to education and IE for children with disabilities in Viet Nam.

Organization	Activities related to IE
UNICEF	- Knowledge generation (research, study, documentation) - Policy Advocacy, Dialogues, support Govt. in monitoring the implementation of Disability Law and related sub-law concerning education rights of children with disabilities - Capacity building for education mangers/teachers on IE and system strengthening (pre-service, in-service teachers training, standardization and institutionalization of training materials, screening tools for early education interventions, disability inclusion in education sector planning, budgeting, etc.) - Communication for development activities to combat stigma and discrimination against children with disabilities; promote children, parents participation - Disability inclusion in Education- Disaster Risk Reduction/Climate Change
UNESCO	- Advocacy - Work with the government in policy development. - Provision of teacher training programs
Cbm	- Provision of learning materials - Teacher training - Education and training for parents of children with disabilities
Action to the Community Development Center (ACDC)	- Research - Consultation - Legal advise - Working with UNICEF and MOET on developing education material on IE
Center for Creative Initiatives in Health and Population (CCIHP)	- Research
Catholic Relief Services (CRS)	- Provision of IE - Teacher training on IE - Advocacy and consultation with the government and schools
World Concern Development Organization (IDEO)	- Early intervention and education services for deaf children through use of sign language

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